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Chicago

Kindergarten

Institute

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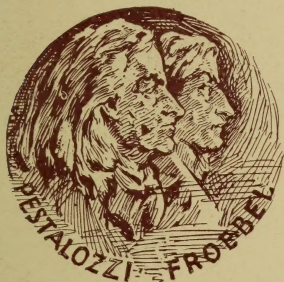
# CHICAGO KINDERGARTEN INSTITUTE

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1906 - 1907

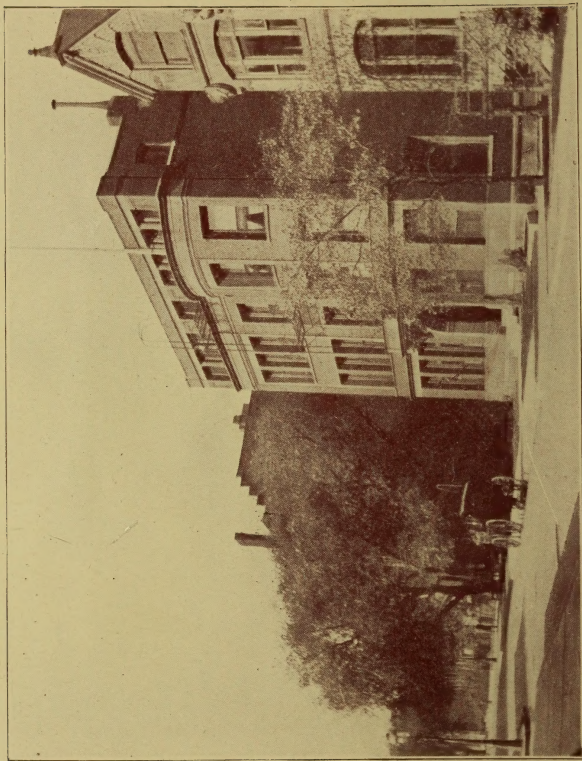
## DIRECTORS

Mrs. Mary Boomer Page	Miss Caroline C. Cronise
<u>Mrs. Ethel Roe Lindgren</u>	Miss Frances E. Newton



## GERTRUDE HOUSE

Class Rooms and Students' Residence  
40 Scott Street  
CHICAGO



GERTRUDE HOUSE



# CHICAGO KINDERGARTEN INSTITUTE

C 43 no 14  
7-1924/25

## Instructors

MRS. MARY BOOMER PAGE

Educational Principles—Froebel's Gifts;  
Kindergarten Methods—Froebel Literature;  
Psychology of Plays and Games.

MISS CAROLINE C. CRONISE

Supt. of Educational Art and Handwork;  
Ethics—Froebel Literature.

MRS. HARRIET BROWN SEYMOUR

Music.

PROF. JAMES R. ANGELL, (University of Chicago)

Psychology; Child Study.

PROF. EARL BARNES, (Lecturer for American Society of University Extension)

History of Education; Educational Sociology.

PROF. GEO. H. MEAD, (University of Chicago)

Philosophy.

MISS FLORA COOKE, (Principal Francis W. Parker School)

Primary Methods.

MISS MARY LINCOLN MORSE

Stories; Games.

MISS FRANCES A. JUDSON, (Special Student at Clark Univer.)

Nature Work; Wood Work; Research Work.

## Special Courses

In Literature and other subjects to be announced later.





**T**HE thirteenth year of the Chicago Kindergarten Institute will open September 18th, 1906.

The school building is situated at 40 Scott street, one block west of the Lake Shore Drive and within view of Lake Michigan. It is readily accessible by taking the North State street car to Division street, and it is but twenty-five minutes' walk from the centre of the city.

The aim of the Institute is to present its training in such a manner as will develop the best mental powers of each individual student, and also cultivate the womanly qualities of character essential to the successful kindergarten. To this end it provides:

- I. Instruction in Principles of Education; Philosophy and History of Education; Frobelian Literature; Gifts and Occupations; Psychology; Art; Music; Industrial Handwork; and other allied branches.
- II. Practical application of the above to little children through daily practice in the morning kindergartens.
- III. Advanced study for those wishing to become training teachers or supervisors.
- IV. Supplementary Course for kindergartners or teachers who desire to supplement previous study.
- V. Course for young women not intending to become teachers, but desiring to prepare to meet the demands of a home intelligently.

## Courses of Study

Regular Kindergarten Course . . . two years.

### JUNIOR YEAR

Educational Principles, Theory, Method and Use of Gifts and Occupations; Psychology; Mother Play; Ethics; Clay Modeling; Drawing; Color Work; Music; Nature Study; Handwork; Home-work in the kindergarten; Physical Training; Kindergarten Games.

### SENIOR YEAR

Educational Principles; Theory, Method and Use of Gifts and Occupations; Child Study; Mother Play; Ethics; Education of Man; History of Education; Decorative Design; Water Color; Blackboard Drawing; Music; Nature Study; Program Making; Special Hand-Work; Elementary Woodwork; Physical Training; Kindergarten Games; Literature and Stories.

Practice in the morning kindergartens is required. A certificate will be given upon the satisfactory completion of the course. Tuition, \$100.00, payable semi-annually. Materials for handwork are provided. Books are charged at cost. The two years' work may be taken in three years' time by arrangement.

### REQUIREMENTS

Applicants must be eighteen years of age and possess sufficient maturity to insure ability to undertake the training. A thorough high school course or its equivalent is essential. Those who wish to enter the Institute are requested to send for application blanks, which must be filled out carefully and returned with a credential letter. When possible, a personal interview is requested.



## Post-Graduate or Normal Course . . . one year.

Philosophy of Education; Philosophy of History; Psychology; Child Study; Ethics; Essentials of Method; Social Problems in relation to the Child; Supervision, Organization and Training; Research Work.

Practical Study of Primary Methods; Kindergarten Methods (class demonstration); Music; Applied Art; Industrial Work; Wood Work; Nature Study.

Opportunity is offered each member of this class to give typical lessons before other classes of the Institute, under direction and for criticism; also to conduct a kindergarten for a time under supervision.

A certain amount of practice in the morning kindergartens is required. A certificate is given upon the satisfactory completion of this course. Materials for handwork are extra. Books are charged at cost. Tuition, \$100.00, payable semi-annually.

## REQUIREMENTS

This class is open to students of two or more years' training and experience. Those who wish to enter are requested to send for application blanks, which must be filled out carefully and returned with a credential letter. When possible, a personal interview is requested.

## Supplementary Course . . . . . one year.

Students who have had previous training, or partial training, and who wish to supplement such work, may enter this course at any time of the year. Particular care will be taken to place these students in such classes as seem most desirable. As many as forty different training schools have been represented in this course in the past.

Daily practice in the morning kindergarten is required. This work leads to a certificate.

Materials for handwork are extra. Books are charged at cost.

Tuition, \$100.00 for one year's complete work, payable semi-annually, or \$15.00 a month for less than six months.

## REQUIREMENTS

Applicants must be eighteen years of age and have had a high school course or its equivalent. Those who wish to enter are requested to send for application blanks, which must be filled out carefully and returned with a credential letter. When possible, a personal interview is requested.

## Non-Professional (Home Makers') Course one year.

In Co-Operation with the School of Domestic Arts and Science.

As the health, happiness and social value of the family depend so entirely upon the home-keeper, it is a matter of the utmost importance for young women to have an opportunity to obtain practical scientific training in matters pertaining to life in the home. This course is intended for the study of principles which underlie the successful management and care of a household, and includes the following:

Child Nurture and Training; Principles and Practice in Home Economics; Cookery; Marketing; Accounts; Sanitation; Sewing or Dressmaking and Millinery; Ethics of the Home; Art applied to Household Decoration.

Tuition for entire course, \$100.00 payable semi-annually, or pro rata for portions of the course. A certificate will be awarded to all completing a satisfactory examination. Residence for students at Gertrude House.

## REQUIREMENTS

Applicants must be eighteen years of age. High school training preferred. Class membership is limited to 16. Send for special circular.

## Lectures

The Institute unites with the Chicago Froebel Association and the Chicago Free Kindergarten Association in Lectures on Psychology, Child Study, and other topics of value to the course.

As often as time will permit, studies will be made of the great musical masterpieces, with special relation to the programs of the Thomas Orchestra. These studies are under the direction of Mrs. Ethel Roe Lindgren.

## Preparatory Reading

The following list of books is given in the order preferred for selection as preparatory reading: EDUCATIONAL LAWS, James L. Hughes; CHILDREN'S RIGHTS, Kate Douglas Wiggin; STUDY OF CHILD NATURE, Elizabeth Harrison; SONG OF LIFE, Margaret Morley; PESTALOZZI, HIS LIFE AND HIS WORK; STORY OF THE MIND, Baldwin; TWO PATHS IN ART, Ruskin; FROEBEL'S AUTOBIOGRAPHY, Michaelis and Moore; CHILDREN'S WAYS, Sully; KINDERGARTEN AND CHILD CULTURE, Dr. Barnard; LECTURES TO KINDERGARTNERS, Elizabeth P. Peabody; THE CHILDREN OF THE FUTURE, Nora A. Smith; EDUCATIONAL IDEALS, Munroe; LOVE AND LAW IN CHILD TRAINING, Emilie Poulsson.



## General Notices

The Institute will be open to classes at 3 p. m. Tuesday, September 18th, 1906. All students are expected to register at this time. The office, class-rooms and students' residence are at Gertrude House, 40 Scott Street.

Students who have studied with Post-Graduates of the Institute may enter to complete their training. Credit will be given for all previous acceptable work.

Students of less than two years' training elsewhere are admitted to the Institute upon presentation of proper credentials. Credit will be given for any previous acceptable work.

Previous college education, travel, musical or artistic training are of practical use in the kindergarten. Students who so desire can arrange to have the courses in Psychology and Child Study counted toward university degrees.

The Institute assists its graduates to desirable positions. Institute Certificates are honored by Boards of Education in Illinois, New York, California, Michigan and other states.

The students of the Institute are offered opportunities to observe and practice, under supervision, in the Chicago public schools, social settlements and private schools.

Classes meet three to four afternoons every week during the school year, and one to two mornings a week, when not practicing in the morning kindergartens.

All students are expected to be present at exercises on "Class Days."

# CHICAGO KINDERGARTEN INSTITUTE

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## Tuition

Tuition is payable semi-annually, Sept. 18th and Feb. 1st.

Regular Course (two years) each year.....	\$100.00
Supplementary Course (one year).....	100.00
Post-Graduate Course (one year)....	100.00
Non-Professional Course (one year).....	100.00

Arrangements may be made for less than six months at the rate of \$15 00 a month, or pro rata for single studies.

Materials for kindergarten handwork are included in the fee \$100.00 in the Regular Course, but are extra in the Supplementary and Post-Graduate Courses. Books are furnished at cost. Use of piano is extra. No tuition will be refunded after payment.

## Summer Courses

At Chautauqua, N. Y. members of the faculty of the Institute will conduct a demonstration kindergarten, and also will hold classes for both graduate kindergartners and students beginning a kindergarten training.

One or more courses will be offered this season for which credit will be given to students who enter the Chicago Kindergarten Institute, providing such courses are satisfactorily completed. Send for special circulars.

## The Fellowship Club

is an organization of the students of the Chicago Kindergarten Institute, its purpose being to keep the outgoing and incoming students in touch with the work as well as with each other. The Fellowship Club is governed by a board consisting of representatives from each of the five classes, one member from the faculty, and one from among the graduate students. The Club issues a semi-annual paper known as the "Gliedganzes," and is a branch of the International Kindergarten Union.

## Gertrude House

organized in 1894 by the Chicago Kindergarten Institute as a home for its students is under the direction of Miss Caroline C. Cronise. The name is taken from the character of the teacher and mother in Pestalozzi's educational romance, "Leonard and Gertrude." The principles upon which it is based date back to the home life which Froebel established with his students at Keilhau, a life which contributed substantially to the success of this first training school. Interviews with Fraulein Annetta Schepel, (who represented the Pestalozzi-Froebel Haus, of Berlin during the World's Fair) together with a visit to the Pestalozzi-Froebel Haus itself gave impetus to plans for establishing Gertrude House. The aim of both houses is to combine home training with kindergarten student-life.

The regular membership of the household is limited, and all members are expected to enter for the year unless special arrangements are made beforehand to the contrary. The dates of opening and closing the House are in accord with those of the Institute. See special circular.

Gertrude House is now attractively established at 40 Scott street, one block west of the Lake Shore Drive and within view of Lake Michigan. The location is convenient to all parts of the city, and yet in a retired neighborhood. It is five minutes' walk from Lincoln Park or the Newberry Reference Library, and is twenty minutes' walk from the center of the city. The building consists of four stories, lighted on four sides, with wide halls and easy staircases, large assembly room and studio, modern ventilation and fire escapes.

The House is always open to kindergartners who may wish to make it headquarters during visits to Chicago.

## Purposes

One of its aims is to provide young women students with a refined and wholesome environment, and at the same time to create a homelike atmosphere. Teachers and students live together as a family, which admits of acquaintance and fellowship, and gives the latter opportunities for a certain measure of social life, from which students in a large city are often debarred. During the year eminent guests often add to the pleasure of the home. The House, being strictly an educational institution, is nonsectarian. The surroundings and life are simple and certain household duties are shared in common. These are changed every two weeks and occupy from twenty minutes to half an hour daily.

The members participate in periodical house-meetings, where ideals of home making and daily living are discussed. This leads to a sense of individual responsibility on the part of the student, gives her an opportunity to solve actual problems, tends toward a broad-minded judgment of people and affairs, and adds materially to her equipment as a practical kindergartner or as a social worker.

This life in the House, combined with the class-work of the Institute, not only educates young women as kindergartners and home-keepers, but furnishes them with the best basis for other lines of educational work, either in the home, foreign missions or social settlements. From twenty-five to thirty of the students have been resident workers at the following settlements: Chicago Commons, Helen Heath, Northwestern University, Clybourn Avenue,



# CHICAGO KINDERGARTEN INSTITUTE

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University of Chicago, Willard Settlement, Eli Bates House, Gad's Hill, and Maxwell Street, all of Chicago; Hiram House, Cleveland; Franklin Street Settlement, Detroit; Neighborhood House, Rivington Street, and University Settlement, New York City; Neighborhood House, Washington, D. C.; and Social Settlement, Los Angeles, California.

Gertrude House is open daily to students who wish to see available rooms, the summer months included. Scott street is reached by taking the North State street electric car (at the corner of Lake and State streets) to the corner of Division and North State streets. Scott street is a half block north of Division street.

Mail should be addressed and checks made payable to

CHICAGO KINDERGARTEN INSTITUTE,

40 Scott Street, Chicago.





# CALENDAR

1906-1907

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September 18 Classes Open  
November 29-30 Thanksgiving Vacation  
Dec. 22-Jan. 2 Christmas Vacation  
Easter Vacation  
June 20 School Year Ends

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## CLASS DAYS

Opening Day	September 18
Thanksgiving Exercises	November 28
Christmas Exercises	December 21
New Year Exercises	January 3
Annual Exercises	(Announced Later)
Closing Day	June 20



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Chicago

Kindergarten

Institute

1907-1908

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UNIVERSITY OF ILLINOIS  
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UNIVERSITY OF ILLINOIS

PRESIDENT'S OFFICE

40 SCOTT STREET  
C H I C A G O



# CHICAGO KINDERGARTEN INSTITUTE

1907-1908

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UNIVERSITY OF ILLINOIS

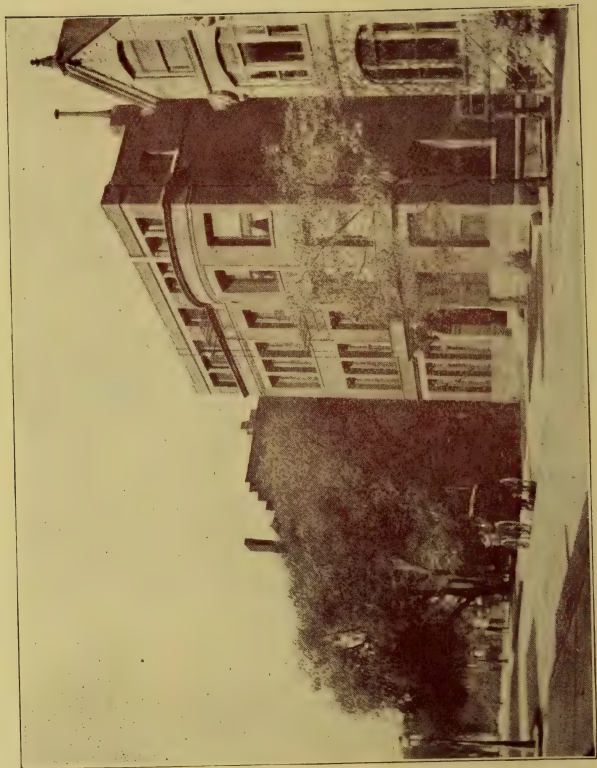
PRESIDENT'S OFFICE

## GERTRUDE HOUSE

Class Rooms and Students' Residence

40 Scott Street

CHICAGO



GERTRUDE HOUSE

# CHICAGO KINDERGARTEN INSTITUTE

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## Instructors

### MRS. MARY BOOMER PAGE

Principles of Education  
Principles and Methods in Relation to the Kindergarten  
(second year)  
Froebel's Philosophy of Education (first year)  
Theory and Practice (Gifts and Programs, second year)  
Games (second year)  
Supervision of Kindergartens

### MISS CAROLINE C. CRONISE

Aesthetic Arts; Ethics  
Froebel's Philosophy of Education (second year)

### MRS. HARRIET BROWN SEYMOUR

Music

### PROF. JAMES R. ANGELL, (University of Chicago)

Psychology

### PROF. EARL BARNES, (Lecturer for American Society of University Extension)

History of Education; Educational Sociology  
School Organization

### MISS ALICE TEMPLE, (College of Education, University of Chicago)

Principles and Methods in Relation to the Kindergarten  
(first year)  
Theory and Practice (first year)  
Rhythmic Games (first year)

### MRS. GUDRUN THORNE THOMSON, (College of Education, University of Chicago)

Elementary School Curriculum



# CHICAGO KINDERGARTEN INSTITUTE

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## **Instructors—*Continued***

MISS MARY LINCOLN MORSE

Stories; Games (first year)  
Literature

MISS FRANCES A. JUDSON

Woodwork; Household Activities in relation  
to Child-life

MR. IRA B. MEYERS, (College of Education, University of  
Chicago)

Natural Science

MISS FRANCES L. MARSHALL

Physical and Respiratory Exercises

MISS MARY WOOD HINMAN

Folk Dancing

MISS KATHARINE JUSTI

Assistant Art Teacher

## **Special Lectures**

MISS MARIE L. SHEDLOCK, (London)

MISS MARY E. McDOWELL, (University of Chicago Social Set-  
tlement)

DR. LUTHER H. GULICK, (Supervisor of Physical Training in  
Greater New York)

Other Lectures to be announced later



**T**HE fourteenth year of the Chicago Kindergarten Institute will open September 25th, 1907.

The school building is situated at 40 Scott street, one block west of the Lake Shore Drive and within view of Lake Michigan. It is readily accessible by taking the North State street car to Division street, and it is but twenty-five minutes' walk from the center of the city.

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- III. Advanced study for those wishing to become training teachers or supervisors.
- IV. Supplementary Course for kindergartners or teachers who desire to supplement previous study.
- V. Course for young women not intending to become teachers, but desiring to prepare to meet the demands of a home intelligently.
- VI. Kindergarten Directors' Conferences on educational problems.

## Courses of Study

Regular Kindergarten Course . . . two years.

### JUNIOR YEAR

Educational Principles; Theory, Method and use of Gifts and Occupations; Psychology; Mother Play; Ethics; Aesthetic Arts; Music; Nature Study; Handwork; Household Activities in relation to child-life; Physical Training; Kindergarten Games.

### SENIOR YEAR

Educational Principles; Theory; Method and use of Gifts and Occupations; Advanced Psychology; Mother Play; Ethics; Education of Man; History of Education; Program-making; Aesthetic Arts; Literature; Music; Modification of Manual Arts and Household Activities in relation to child-life; Nature Study; Games.

Practice in the morning kindergartens is required. A certificate will be given upon the satisfactory completion of the course.

### REQUIREMENTS

Applicants must be eighteen years of age and possess sufficient maturity to insure ability to undertake the training. A thorough high school course or its equivalent is essential. Those who wish to enter the Institute are requested to send for application blanks, which must be filled out carefully and returned with a credential letter. When possible, a personal interview is requested.

## Post-Graduate or Normal Course . . . one year.

This class is open to students of two or more years' training and experience, who wish to prepare for the work of training and supervision. It offers opportunity to each member of the class to demonstrate ability to conduct typical lessons with the students and also to conduct a Kindergarten under supervision.

Training-school Work; Philosophy of Education; Educational Sociology; Ethics; Essentials of Method; Social Problems in Relation to the Child; Supervision, Organization and Training; Psychology, with Practical Work in Child-study; Practical Study of Primary Methods; Kindergarten Methods (class demonstration); Music; Applied Art; Industrial Work; Wood Work; Natural Science.

A certificate is given upon the satisfactory completion of this course.

## REQUIREMENTS—Two or More Years' Training and Experience

Those who wish to enter are requested to send for application blanks, which must be filled out carefully and returned with a credential letter. When possible, a personal interview is requested.

## Supplementary Course . . . . . one year

Students who have had previous training, or partial training, and who wish to supplement such work, may enter this course at any time of the year. Particular care will be taken to place these students in such classes as seem most desirable. As many as forty different training schools have been represented in this course in the past.

Daily practice in the morning kindergarten is required. This work leads to a certificate.

## REQUIREMENTS

Applicants must be eighteen years of age and have had a high school course or its equivalent. Those who wish to enter are requested to send for application blanks, which must be filled out carefully and returned with a credential letter. When possible, a personal interview is requested.



## Non-Professional (Home Makers') Course one year

In Co-Operation with the School of Domestic Arts and Science

As the health, happiness and social value of the family depend so entirely upon the home-keeper, it is a matter of the utmost importance for young women to have an opportunity to obtain practical scientific training in matters pertaining to life in the home. This course is intended for the study of principles which underlie the successful management and care of a household, and includes the following:

Child Nurture and Training; Principles and Practice in Home Economics; Cookery; Marketing; Accounts; Sanitation; Sewing or Dressmaking and Millinery; Ethics of the Home; Art applied to Household Decoration.

Tuition for entire course, \$100.00, payable semi-annually, or pro rata for portions of the course. A certificate will be awarded to all completing a satisfactory examination. Residence for students at Gertrude House.

## REQUIREMENTS

Applicants must be eighteen years of age. High school training preferred. Class membership is limited to 16. Send for special circular.

## Curriculum of Chicago Kindergarten Institute

### Instruction

#### GENERAL

- \*Principles of Education
- \*History of Education
- \*Philosophy of Education
  - Educational Sociology
- \*Psychology
  - Ethics

#### SPECIAL

- \*Principles and Methods in Relation to the Kindergarten
- \*Froebel's Philosophy of Education
- \*Theory and Practice (Gifts and Programs)
  - Modification of Manual Arts and Household Activities in Relation to the Child
- \*Natural Science
  - Primary Methods
  - Aesthetic Arts
  - Music
  - Literature
  - Physical Training
  - Observation and Practice Teaching

### Credits

The following credits are required for graduation from the Institute:

Regular Course (two years).....	14 Credits
Post-graduate Course (one year).....	8 Credits

A credit means forty-eight hours of satisfactory recitations or prepared work; a point means twenty-four hours or half a credit.

\*Students who complete this course satisfactorily and who desire to receive credits, with a view to more University work at the University of Chicago, may do so by conforming to the rules which govern unclassified students, viz., by obtaining the endorsement of the special examiner at the University and by the payment of the matriculation fee, \$5.00. (This is paid but once and entitles the student to continue work at the University *at any time*.) It also gives the general advantages of University membership, the use of libraries, certain lecture courses, public exercises, etc.

## Principles of Education. 1 CREDIT

The aim of this course is to develop an insight into the principles of modern education, in order to give an intelligent knowledge of teaching. Education is considered in its content and extent as an organized agency, and shows the relation of the individual to his natural and social environment. This work is carried on by class discussions, reading, and observation of schools and kindergartens.

## History of Education. 1 POINT

In this work an attempt is made to examine the great periods in human history with a view to determining their informing ideas and ideals, and the means people used, consciously or unconsciously, to perpetuate their ideals in their children. To give the feeling of the periods studied, extracts are presented from original writings, and photographs are constantly used. On these materials the students are required to pass individual judgments, and then, through discussions, they are led to larger comparisons and generalizations. Educational reformers and theories are studied in their relation to the life out of which they have developed.

## Philosophy of Education. 1 POINT

A short course in the Philosophy of Education or a short course in Educational Sociology will be given by a University specialist.

## Educational Sociology. $\frac{1}{2}$ POINT

In this work a study is made of formal education, considered as a factor in the whole group of social activities. The support, supervision and limits of school work are studied. In addition to this, a study is made of the groups of activity that form opinion and determine conduct, family life, society, political activity, work and recreation, churches and the press are examined as educational agencies.

## Psychology. 1 CREDIT

This course affords an introduction to the basal facts and principles of modern psychology. The work will be conducted by means of lectures, text book readings and recitations. After the more rudimentary materials have been mastered, attention will be directed to the practical bearings of Psychology upon the work of teaching. Students will be encouraged to make systematic observations upon the mental and physical characteristics of children. The text employed will be Angell's Psychology.

## Ethics. 1 POINT

A brief outline of some of the most important principles of Ethical doctrine will be presented. Character and Conduct, Moral Judgment, Institutions, Customs, Duties, Virtues and Standards will be discussed. Textbook, Mackenzie's Manual of Ethics.

## **Froebel's Philosophy of Education. 1 CREDIT**

A study of the principles underlying the meaning and purpose of education, based upon Froebel's Education of Man and Froebel's Mother Play, together with reference reading from Mackenzie's Manual of Ethics, Pedagogics of the Kindergarten and Froebel's Education by Development.

## **Principles and Methods, Theory and Practice in Relation to the Kindergarten. 2 CREDITS**

These courses will begin with a brief study of the process of mental development through the periods of infancy and early childhood, including imitation, imagination, play and work and theories of play, followed by a study of Froebel's Educational Principles and their application in the use of the gifts.

In the Senior year, the principles, theories and methods of education, common to all educational procedure, will be applied to the organization of the play and work of the children through the various means of the kindergarten. The program is discussed from the standpoint of the child's stage of development and the purposes to be realized.

## **Modification of Manual Arts and Household Activities in Relation to Child Life. 1 CREDIT**

Courses in occupations, woodwork, basketry, weaving, cardboard and paper construction, and use of nature materials to demonstrate their educational value.

## The Use of Our Nature Environment in Elementary Education. 1 POINT

An investigation and study which shall aim to determine the best ways of utilizing our nature environment in elementary school work. The study will include a consideration of: 1. Aims in elementary education; 2. The nature of children's interests in their environment; 3. How these interests are generated; 4. A study of the materials and phenomena common to our nature environment. This will include (a) Plant Life, (b) Animal Life, (c) Rocks, Minerals and Soils, (d) Climate. What each may contribute to elementary school work; the relation that needs to be established between this material and the child to insure this contribution. The work will involve two aspects:

1. Regular class exercises, requiring observation experiments, and expression, involving special studies of these materials.

2. A summary study which shall aim to determine the relation of the facts, acquired in this class study, to elementary teaching, and the essential method of procedure in establishing these relations.

## Elementary School Curriculum. 1 POINT

This course will deal particularly with: (a) The principles underlying a course of study in social occupations in relation to ethical development and the acquisition of knowledge; (b) Discussions of the methods of teaching History, Geography, Science, English, Mathematics, etc., in the light of a scientific theory of education.

Observation in the Francis W. Parker School and the School of Education is required.



## Art. 3 POINTS

This includes instruction in modeling, color-work, free-hand perspective, blackboard drawing and principles of design with special relation to their application in the kindergarten. Methods of teaching young children and the practical value of graphic art to the child will be discussed. The mediums used are clay, brush and ink, charcoal, pencil, water-color and chalk.

## Music. 3 POINTS

This course extends over a period of six months in both Junior and Senior years. The work includes the singing of simple songs in chorus and individually, the playing of simple piano numbers, the analysis of the songs and the elements of form and composition. Students will be given credit for previous work which is satisfactory. Those who have had no musical training will be expected to fulfill the requirements, making up their deficiencies when necessary by taking private lessons.

## Literature. 1 CREDIT

Examination into sources and meaning of myths, fairy-tales and fables. Study of literature suitable for children with classification and adaptation of stories, rhymes and poems. Practice in story-telling.

## Physical Training. 1 CREDIT

This course embraces Games, Folk-dancing, Hygiene, Physical and Respiratory exercises.

A study will be made of games suitable to the kindergarten together with practice in playing them. Folk-dancing and rhythmic exercises will receive special attention. Physical exercises are given from the standpoint of health. The care of little children and the health of the teacher will be discussed by experts.

## Observation and Practice-Teaching.

Twenty-four weeks of practice in kindergartens or elementary schools is required each year. Opportunities are offered in public and private kindergartens and settlements in the city and suburbs.

## Training School Work. 1½ POINTS

This course for post-graduates presents the study of education in relation to the individual and society. The principles and methods involved in the organization and control of educational process as deduced from child-nature on the one hand and subject-matter on the other are made the basis of class work. The principles, methods and application of manual and aesthetic art, of music and literature, of programs are discussed, as also are social problems, the care of children, organization, supervision and teaching in kindergartens and primary grades. Library work, class discussions, observation of normal and elementary schools are included.

## Directors' Conferences.

The Directors of Kindergartens co-operating with the Institute meet for the discussion of educational problems involved in their daily work with children and assistant teachers.

Special lecture courses by experts are offered which present the vital problems of the day. The aim of the course is to stimulate progress and promote efficiency.

## Lectures

The Institute unites with the Chicago Froebel Association and the Chicago Free Kindergarten Association in Lectures on Psychology, Child Study, and other topics of value to the course.

As often as time will permit, studies will be made of the great musical masterpieces, with special relation to the programs of the Thomas Orchestra. These studies are under the direction of Mrs. Ethel Roe Lindgren.

## Preparatory Reading

The following list of books is given in the order preferred for selection as preparatory reading: EDUCATIONAL LAWS, James L. Hughes; CHILDREN'S RIGHTS, Kate Douglas Wiggin; STUDY OF CHILD NATURE, Elizabeth Harrison; SONG OF LIFE, Margaret Morley; PESTALOZZI, HIS LIFE AND HIS WORK; STORY OF THE MIND, Baldwin; TWO PATHS IN ART, Ruskin; FROEBEL'S AUTOBIOGRAPHY, Michaelis and Moore; CHILDREN'S WAYS, Sully; KINDERGARTEN AND CHILD CULTURE, Dr. Barnard; LECTURES TO KINDERGARTNERS, Elizabeth P. Peabody; THE CHILDREN OF THE FUTURE, Nora A. Smith; EDUCATIONAL IDEALS, Munroe; LOVE AND LAW IN CHILD TRAINING, Emilie Poulsson.

## General Notices

The Institute will be open to classes at 3 p. m. Wednesday, September 25th, 1907. All students are expected to register at this time. The office, class-rooms and students' residence are at Gertrude House, 40 Scott Street.

Students who have studied with Post-Graduates of the Institute may enter to complete their training. Credit will be given for all previous acceptable work.

Students of less than two years' training elsewhere are admitted to the Institute upon presentation of proper credentials. Credit will be given for any previous acceptable work.

College education, travel, musical or artistic training are of practical use in the kindergarten.

The Institute assists its graduates to desirable positions. Institute Certificates are honored by Boards of Education in Illinois, New York, California, Michigan and other states.

Classes meet three to four afternoons every week, during the school year, and two to three mornings a week, when not practicing in the morning kindergartens.

Students will be required to make up all recitations or lectures lost through absence, either by taking private lessons at the close of the school year, or by doing a certain amount of extra prescribed reading with written abstracts.

All students are expected to be present at exercises on "Class Days."

## Tuition

Tuition is payable semi-annually, Sept. 25th and Feb. 1st.

Regular Course (two years) each year.....	\$100.00
Supplementary Course (one year).....	100.00
Post-Graduate Course (one year).....	100.00
Non-Professional Course (one year).....	100.00

Arrangements may be made for less than six months at the rate of \$15.00 a month, or pro rata for single studies.

Materials for kindergarten handwork are included in the fee \$100.00 in the Regular Course, but are extra in the Supplementary and Post-Graduate Courses. Books are furnished at cost. Use of piano is extra. No tuition will be refunded after payment. Checks should be made payable to the Chicago Kindergarten Institute.

## Summer Courses

At Chautauqua, N. Y. members of the faculty of the Institute will conduct a demonstration kindergarten, and also will hold classes for both graduate kindergartners and students beginning a kindergarten training. Send for circular.

## The Fellowship Club

is an organization of the students of the Chicago Kindergarten Institute, its purpose being to keep the outgoing and incoming students in touch with the work as well as with each other. The Fellowship Club is governed by a board consisting of representatives from each of the five classes, one member from the faculty, and one from among the graduate students. The Club issues a semi-annual paper known as the "Gliederzweige," and is a branch of the International Kindergarten Union.

## Purposes

The Institute aims to present ideals of life to its students in such ways that in class-work, teaching of children and daily living, their lives shall be the sincere expression of an effort to attain these ideals.

The life in the House, combined with the class-work of the Institute, not only educates young women as kindergartners and home-keepers, but furnishes them with the best basis for lines of altruistic work, either in the home, foreign missions or social settlements. From twenty-five to thirty of the students have been resident workers at the following settlements: Chicago Commons, Helen Heath, Northwestern University, Clybourn Avenue, University of Chicago, Willard Settlement, Eli Bates House, Gad's Hill, and Maxwell Street, all of Chicago; Hiram House, Cleveland; Franklin Street Settlement, Detroit; Neighborhood House, Rivington Street, and University Settlement, New York City; Neighborhood House, Washington, D. C.; and Social Settlement, Los Angeles, California.

"I would invite girl graduates seeking a vocation where they can bring to bear all the best that an academic career has taught them, to consider whether the need of more educated leaders here does not constitute a call for them.

"I would like to call the attention of all literary women, and leaders in all reforms that tend to the development of a sphere for women as complete and fitted to her activities as man-made institutions are to his, to shed the light of their sympathies and intentions upon the kindergarten."



# CALENDAR

1907-1908

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Organization of Classes	-	3:00 p. m. Wednesday, Sept. 25th, 1907
Thanksgiving Holidays	-	{ 4:30 p. m. Wednesday, Nov. 27th, to 8:30 a. m. Monday, Dec. 2nd, 1907
Christmas Holidays	- -	{ 4:30 p. m. Friday, December 20th, to 8:30 a. m. Friday, January 3rd, 1908
Easter Vacation	- - -	{ 4:30 p. m. Thursday, April 16th, to 8:30 a. m. Wed., April 22nd, 1908
School Closes	- - - - -	4:00 p. m. June 13th, 1908

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## CLASS DAYS

Opening Day	- -	3:00 p. m. Wednesday, September 25th, 1907
Thanksgiving Exercises	-	2:30 p. m. Wednesday, Nov. 27th, 1907
Christmas Exercises	- -	2:30 p. m. Friday, December 20th, 1907
New Year Exercises	- - -	2:30 p. m. Friday, January 3rd, 1908
Easter Exercises	- - - -	2:30 p. m. Thursday, April 16th, 1908
Annual Exercises	- - - - -	To be announced
Class Day	- - - - -	June 12th, 1908
Closing Day	- - - - -	June 13th, 1908



UNIVERSITY OF ILLINOIS

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PRESIDENT'S OFFICE

1907														1908													
JANUARY.							JULY.							JANUARY.													
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40 SCOTT STREET  
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# CHICAGO KINDERGARTEN INSTITUTE

1908-1909

## DIRECTORS

Resident

Mrs. Mary Boomer Page  
Miss Caroline C. Cronise

Non-Resident

Mrs. Ethel Roe Lindgren  
Miss Frances E. Newton

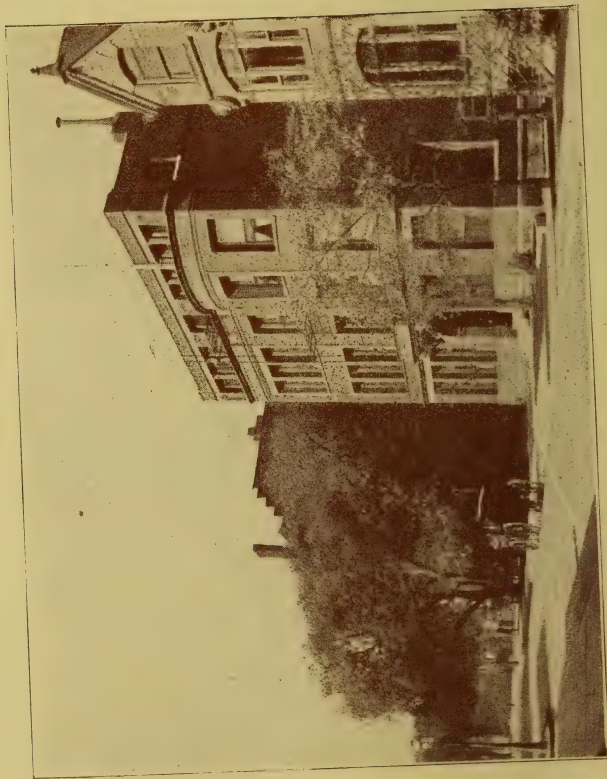
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## GERTRUDE HOUSE

Class Rooms and Students' Residence

40 Scott Street

CHICAGO



GERTRUDE HOUSE

## Instructors

### MRS. MARY BOOMER PAGE

Principles of Education and Methods in Relation to the Kindergarten (second year)  
Froebel's Philosophy of Education (first year)  
Theory and Practice (Gifts and Programs, second year)  
Games (second year)  
Supervisor of Kindergartens

### MISS CAROLINE C. CRONISE

Aesthetic Arts  
Froebel's Philosophy of Education (second year)  
Ethics

### MRS. HARRIET BROWN SEYMOUR

Music

### PROF. JAMES R. ANGELL, (University of Chicago)

Psychology

### PROF. EARL BARNES, A. B., M. S.

History of Education  
School Organization and Management  
Educational Sociology

### MISS ALICE TEMPLE, Ed. B.

Principles of Education and Methods in Relation to the Kindergarten (first year)  
Theory and Practice (first year)  
Rhythmic Games (first year)

### MISS ELSIE A. WYGANT, (College of Education, University of Chicago)

Elementary School Curriculum

**Instructors—Continued**

MISS MARY LINCOLN MORSE

Games (first year)

Literature: Stories

MISS FRANCES A. JUDSON

Household Activities in relation to Child-life

Woodwork

MR. IRA B. MEYERS, (College of Education, University of Chicago)

Natural Science

MISS FRANCES L. MARSHALL

Physical and Respiratory Exercises

MISS MARY WOOD HINMAN

Folk Dancing

MISS J. JANET HOFFMAN

Kindergarten Occupations: Constructive Work

**Special Lectures**

MISS MARIE L. SHEDLOCK, (London)

MISS MARY E. McDOWELL, (University of Chicago Social Settlement)

CANON C. W. DOUGLAS, (Fond du Lac Cathedral)

DR. H. F. WILLARD

Other Lectures to be announced later



**T**HE fifteenth year of the Chicago Kindergarten Institute will open September 23rd, 1908.

The school building is situated at 40 Scott street, one block west of the Lake Shore Drive and within view of Lake Michigan. It is readily accessible by taking the North State street car to Division street, and it is but twenty-five minutes' walk from the center of the city.

The aim of the Institute is to present its training and ideals of life in such a manner as will develop the qualities of character essential to the successful kindergartner, so that in class-work, teaching of children and daily living, their lives shall be the sincere expression of an effort to attain these ideals. To this end it provides:

- I. Instruction in Principles of Education; Philosophy and History of Education; Froebelian Literature; Gifts and Occupations; Psychology; Art, Music; Industrial Hand-work; and other allied branches.
- II. Practical application of the above to little children through daily practice in the morning kindergartens.
- III. Advanced study for those wishing to become training teachers or supervisors.
- IV. Supplementary Course for kindergartners or teachers who desire to supplement previous study.
- V. Course for young women not intending to become teachers, but desiring to prepare to meet the demands of a home intelligently.
- VI. Kindergarten Directors' Conferences on educational problems.

## Courses of Study

Regular Kindergarten Course . . . two years.

### JUNIOR YEAR

Educational Principles; Theory Method and use of Gifts and Occupations; Psychology; Child Study; Mother Play; Ethics; Aesthetic Arts; Music; Natural Science; Handwork; Physical Training; Kindergarten Games.

### SENIOR YEAR

Educational Principles; Ethics; Education of Man; History of Education; Program-making; Aesthetic Arts; Literature; Music; Modification of Manual Arts and Household Activities in relation to child-life; Woodwork; Games; Elementary School Curriculum; Natural Science

Practice in the morning kindergartens is required. A certificate will be given upon the satisfactory completion of the course.

### REQUIREMENTS

Applicants must be eighteen years of age and possess sufficient maturity to insure ability to undertake the training. A thorough high school course or its equivalent is essential. Those who wish to enter the Institute are requested to send for application blanks which must be filled out carefully and returned with a credential letter. When possible, a personal interview is requested.



**Post-Graduate or Normal Course . . . one year.**

This class is open to students of two or more years' training and experience, who wish to prepare for the work of training and supervision. It offers opportunity to each member of the class to demonstrate ability to conduct typical lessons with the students and also to conduct a Kindergarten under supervision.

Training-school Work; Philosophy of Education; Educational Sociology; Ethics; Essentials of Method; Social Problems in Relation to the Child; Supervision, Organization and Training; Psychology, with Practical Work in Child-study; Elementary School Curriculum, Kindergarten Methods (class demonstration); Music; Applied Art; Industrial Work; Wood Work; Natural Science.

A certificate is given upon the satisfactory completion of this course.

**REQUIREMENTS—Two or More Years' Training and Experience**

Those who wish to enter are requested to send for application blanks, which must be filled out carefully and returned with a credential letter. When possible, a personal interview is requested.

## Supplementary Course . . . . one year.

Students who have had previous training, or partial training, and who wish to supplement such work, may enter this course at any time of the year. Particular care will be taken to place these students in such classes as seem most desirable. As many as forty different training schools have been represented in this course in the past.

Daily practice in the morning kindergarten is required. This work leads to a certificate.

## REQUIREMENTS

Applicants must be eighteen years of age and have had a high school course or its equivalent. Those who wish to enter are requested to send for application blanks, which must be filled out carefully and returned with a credential letter. When possible, a personal interview is requested.

## Non-Professional (Home Makers') Course one year

In Co-operation with the Chicago School of Domestic Arts and  
Science

As the health, happiness and social value of the family depend so entirely upon the home-keeper, it is a matter of the utmost importance for young women to have an opportunity to obtain practical scientific training in matters pertaining to life in the home. This course is intended for the study of principles which underlie the successful management and care of a household, and includes the following:

Child Nurture and Training; Principles and Practice of Home Economics; Cookery; Marketing; Accounts; Sanitation; Sewing or Dressmaking and Millinery; Ethics of the Home; Art applied to Household Decoration.

Tuition for entire course, \$100.00, payable semi-annually, or pro rata or portions of the course. A certificate will be awarded to all completing satisfactory examination. Residence for students at Gertrude House.

## REQUIREMENTS

Applicants must be eighteen years of age. High school training preferred. Class membership is limited to 16. Send for special circular.

## Curriculum of Chicago Kindergarten Institute

### Instruction

#### GENERAL

- \*Principles of Education
- \*History of Education
- \*Philosophy of Education
- Educational Sociology
- \*Psychology
- Ethics

#### SPECIAL

- \*Principles and Methods in Relation to the Kindergarten
- \*Froebel's Philosophy of Education
- \*Theory and Practice (Gifts and Programs)
- Modification of Manual Arts and Household Activities in Relation to the child
- \*Natural Science
- \*Elementary School Curriculum
- Aesthetic Arts
- Music
- Literature
- Physical Training
- Observation and Practice Teaching

### Credits

The following credits are required for graduation from the Institute:

Regular Course (two years).....14 Credits

Post-Graduate Course (one year).....8 Credits

A credit means forty-eight hours of satisfactory recitations or prepared work; a point means twenty-four hours or half a credit.

\*Students who complete this course satisfactorily and who desire to receive credits, with a view to more University work at the University of Chicago, may do so by conforming to the rules which govern unclassified students, viz., by obtaining the endorsement of a special examiner at the University and by the payment of the matriculation fee, \$5.00. (This is paid but once and entitles the student to continue work at the University *at any time*.) It also gives the general advantages of University membership, the use of libraries, certain lecture courses, public exercises, etc.

## **Principles of Education. 1 CREDIT**

The aim of this course is to develop an insight into the principles of modern education, in order to give an intelligent knowledge of teaching. Education is considered in its content and extent as an organized agency, and shows the relation of the individual to his natural and social environment. This work is carried on by class discussions, reading and observation of schools and kindergartens.

## **History of Education. 1 POINT**

In this work an attempt is made to examine the great periods in human history with a view to determining their informing ideas and ideals, and the means people used, consciously or unconsciously, to perpetuate their ideals in their children. To give the feeling of the periods studied, extracts are presented from original writings, and photographs are constantly used. On these materials the students are required to pass individual judgments, and then, through discussions, they are led to larger comparisons and generalizations. Educational reformers and theories are studied in their relation to the life out of which they have developed.

## **Philosophy of Education. 1 POINT**

A short course in the Philosophy of Education or a short course in Educational Sociology will be given by a University specialist.

## Educational Sociology. $\frac{1}{2}$ POINT

In this work a study is made of formal education, considered as a factor in the whole group of social activities. The support, supervision and limits of school work are studied. In addition to this, a study is made of the groups of activity that form opinion and determine conduct, family life, society, political activity, work and recreation, churches and the press are examined as educational agencies.

## Psychology. 1 CREDIT

This course affords an introduction to the basal facts and principles of modern psychology. The work will be conducted by means of lectures, text book readings and recitations. After the more rudimentary materials have been mastered, attention will be directed to the practical bearings of Psychology upon the work of teaching. Students will be encouraged to make systematic observations upon the mental and physical characteristics of children. The text employed will be Angell's Psychology.

## Ethics. 1 POINT

A brief outline of some of the most important principles of Ethical doctrine will be presented. Character and Conduct Moral Judgment; Institutions, Customs, Duties, Virtues and Standards will be discussed. Textbook, Mackenzie's Manual of Ethics.



**Froebel's Philosophy of Education. 1 CREDIT**

A study of the principles underlying the meaning and purpose of education, based upon Froebel's Education of Man and Froebel's Mother Play, together with reference reading from Mackenzie's Manual of Ethics, Pedagogics of the Kindergarten and Froebel's Education by Development.

**Principles and Methods, Theory and Practice in Relation to the Kindergarten. 2 CREDITS**

These courses will begin with a brief study of the process of mental development through the periods of infancy and early childhood, including imitation, imagination, play and work and theories of play, followed by a study of Froebel's Educational Principles and their application in the use of gifts.

In the Senior year, the principles, theories and methods of education, common to all educational procedure, will be applied to the organization of the play and work of the children through the various means of the kindergarten. The program is discussed from the standpoint of the child's stage of development and the purposes to be realized.

**Modification of Manual Arts and Household Activities in Relation to Child Life. 1 CREDIT**

Courses in occupations, woodwork, basketry, weaving, cardboard and paper construction, and use of nature materials to demonstrate their educational value.

## The Use of Our Nature Environment in Elementary Education. 1 POINT

An investigation and study which shall aim to determine the best ways of utilizing our nature environment in elementary school work. The study will include a consideration of: 1. Aims in elementary education; 2. The nature of children's interests in their environment; 3. How these interests are generated; 4. A study of the materials and phenomena common to our nature environment. This will include, (a) Plant Life, (b) Animal Life, (c) Rocks, Minerals and Soils, (d) Climate. What each may contribute to elementary school work; the relation that needs to be established between this material and the child to insure this contribution. The work will involve two aspects;

1. Regular class exercises, requiring observation experiments, and expression, involving special studies of these materials.

2. A summary study which shall aim to determine the relation of the facts, acquired in this class study, to elementary teaching, and the essential method of procedure in establishing these relations.

## Elementary School Curriculum. 1 POINT

This course will deal particularly with: (a) The principles underlying a course of study in social occupations in relation to ethical development and the acquisition of knowledge: (b) Discussions of the methods of teaching History, Geography, Science, English, Mathematics, etc., in the light of a scientific theory of education.

Observation in the Francis W. Parker School and the School of Education is required.

## Art. 3 POINTS

This includes instruction in modeling, color-work, free-hand perspective, blackboard drawing and principles of design with special relation to their application in the kindergarten. Methods of teaching young children and the practical value of graphic art to the child will be discussed. The mediums used are clay, brush and ink, charcoal, pencil, water-color and chalk.

## Music. 3 POINTS

This course extends over a period of six months in both Junior and Senior years. The work includes the singing of simple songs in chorus and individually, the playing of simple piano numbers, the analysis of the songs and the elements of form and composition. Students will be given credit for previous work which is satisfactory. Those who have had no musical training will be expected to fulfill the requirements, making up their deficiencies when necessary by taking private lessons.

## Literature. 1 CREDIT

Examination into the sources and meaning of myths, fairy-tales and fables. Study of literature suitable for children with classification and adaptation of stories, rhymes and poems. Practice in story-telling.

## Physical Training. 1 CREDIT

This course embraces Games, Folk-dancing, Hygiene, Physical and Respiratory exercises.

A study will be made of games suitable to the kindergarten together with practice in playing them. Folk-dancing and rhythmic exercises will receive special attention. Physical exercises are given from the standpoint of health. The care of little children and the health of the teacher will be discussed by experts.

## Observation and Practice Teaching.

Twenty-four weeks of practice in kindergartens or elementary schools is required each year. Opportunities are offered in public and private kindergartens and settlements in the city and suburbs.

## Training School Work. 1½ POINTS

This course for post-graduates presents the study of education in relation to the individual and society. The principles and methods involved in the organization and control of educational process as deduced from child-nature on the one hand and subject-matter on the other are made the basis of class work. The principles, methods and application of manual and aesthetic art, of music and literature, of programs are discussed, as are also social problems, the care of children, organization, supervision and teaching in kindergartens and elementary grades. Library work, class discussions, observation of normal and elementary schools are included.

## Directors' Conferences.

The Directors of Kindergartens co-operating with the Institute meet for the discussion of educational problems involved in their daily work with children and assistant teachers.

Special lecture courses by experts are offered which present the vital problems of the day. The aim of the course is to stimulate progress and promote efficiency.

## Lectures

The Institute unites with the Chicago Froebel Association and the Chicago Free Kindergarten Association in Lectures on Psychology, Child Study, and other topics of value to the course.

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No allowance is made for days lost in practice teaching. All absences must be made up during vacations or at the close of the school year.

All students are expected to be present at exercises on "Class-Days."



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Tuition is payable semi-annually, Sept. 23rd and Feb. 1st.

Regular Course (two years) each year.....	\$100.00
Supplementary Course (one year).....	100.00
Post-Graduate Course (one year).....	100.00
Non-Professional Course (one year).....	100.00

Arrangements may be made for less than six months at the rate of \$15.00 a month, or pro rata for single studies.

Materials for kindergarten handwork are included in the fee \$100.00 in the Regular Course, but are extra in the Supplementary and Post-Graduate Courses. Books and materials are furnished at cost. Use of piano is extra. No tuition will be refunded after payment. Checks should be made payable to the Chicago Kindergarten Institute.

## Summer Courses

At Chautauqua, N. Y., members of the faculty of the Institute will conduct a demonstration kindergarten, and also will hold classes for graduate kindergartners and students beginning a kindergarten training. Send for circular.

## The Fellowship Club

is an organization of the students of the Chicago Kindergarten Institute, its purpose being to keep the Alumnæ and undergraduate students in touch with the work as well as with each other. The Fellowship Club is governed by a board consisting of representatives from each of the classes, one member from the faculty, and one from among the graduate students. The Club issues a semi-annual paper known as the "Gliederzweige," and is a branch of the International Kindergarten Union.

## Gertrude House

organized in 1894 by the Chicago Kindergarten Institute as a home for its students is under the direction of Miss Caroline C. Cronise. The name is taken from the character of the teacher and mother in Pestalozzi's educational romance, "Leonard and Gertrude." The principles upon which it is based date back to the home life which Froebel established with his students at Keilhau, a life which contributed substantially to the success of this first training school. Interviews with Frau-lein Annetta Schepel, (who represented the Pestalozzi-Froebel Haus, of Berlin during the World's Fair) together with a visit to the Pestalozzi-Froebel Haus, itself gave impetus to plans for establishing Gertrude House. The aim of both houses is to combine home training with kindergarten student-life.

The regular membership of the household is limited, and all members are expected to enter for the year unless special arrangements are made beforehand to the contrary. The dates of opening and closing the House are in accord with those of the Institute. See special circular.

Gertrude House is now attractively established at 40 Scott street, one block west of the Lake Shore Drive and within view of Lake Michigan. The location, while convenient to all parts of the city, is in a retired neighborhood, five minutes' walk from Lincoln Park or the Newberry Reference Library, and twenty minutes' walk from the center of the city. The building consists of four stories, lighted on four sides, with wide halls and easy staircases, large assembly room and studio, modern ventilation and fire escapes.

The House is always open to kindergartners who may wish to make it headquarters during visits to Chicago.

One of its aims is to provide young women students with a refined and wholesome environment, and at the same time to create a homelike atmosphere. Teachers and students live together as a family, which admits of acquaintance and fellowship, and gives the latter opportunities for a certain measure of social life, from which students in a large city are often debarred. The House, being strictly an educational institution is nonsectarian. The surroundings and life are simple and certain household duties are shared in common—these are changed every two weeks and occupy from twenty minutes to half an hour daily.

The members participate in periodical house-meetings, where ideals of home making and daily living are discussed.

The regular living expenses (no laundry included) are based on the lowest actual estimates for the school year, and are paid in three installments, September 23rd, December 4th, March 4th. Prices of rooms vary according to number of occupants, as follows (not including tuition):

Rooms accommodating 3 students, per person for the school year,  
single beds, \$325.

Rooms accommodating 2 students, per person for the school year,  
single beds, \$375.

Single Rooms, \$425.

This does not include the Christmas and Easter Holidays, rates for the year being made as low as possible. Students who remain during the holidays will be charged 50 cents a day or \$3.50 a week to cover cost of board. The rate is \$1.50 per day for those who enter before the opening of the Institute or remain after the date of closing. Reduction is made for absence by the month only. No money refunded after payment.

All members, *unless otherwise specified*, are expected to enter for the school year. For tuition see page 19.

# CHICAGO KINDERGARTEN INSTITUTE

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Gertrude House is open daily to students who wish to see available rooms, the summer months included. Scott street is reached by taking the North State street electric car (at the corner of Lake and State streets) to the corner of Division and North State streets. Scott street is a half block north of Division street.

Mail should be addressed and checks made payable to  
CHICAGO KINDERGARTEN INSTITUTE,  
40 Scott Street, Chicago.

## Purposes

The life in the House, combined with the class-work of the Institute, not only educates young women as kindergartners and home-keepers, but furnishes them with the best basis for lines of altruistic work, either in the home, foreign missions or social settlements. From twenty-five to thirty of the students have been resident workers at the following settlements: Chicago Commons, Helen Heath, Northwestern University, Clybourn Avenue, University of Chicago, Willard Settlement, Eli Bates House, Gad's Hill, and Maxwell Street, all of Chicago; Hiram House, Cleveland; Franklin Street Settlement, Detroit; Neighborhood House, Rivington Street, and University Settlement, New York City; Neighborhood House, Washington, D. C.; and Social Settlement, Los Angeles, California.

"I would invite girl graduates seeking a vocation where they can bring to bear all the best that an academic career has taught them, to consider whether the need of more educated leaders here does not constitute a call for them."

"I would like to call the attention of all literary women, and leaders in all reforms that tend to the development of a sphere for women as complete and fitted to her activities as man-made institutions are to his, to shed the light of their sympathies and intentions upon the kindergarten."

# CALENDAR

1908-1909

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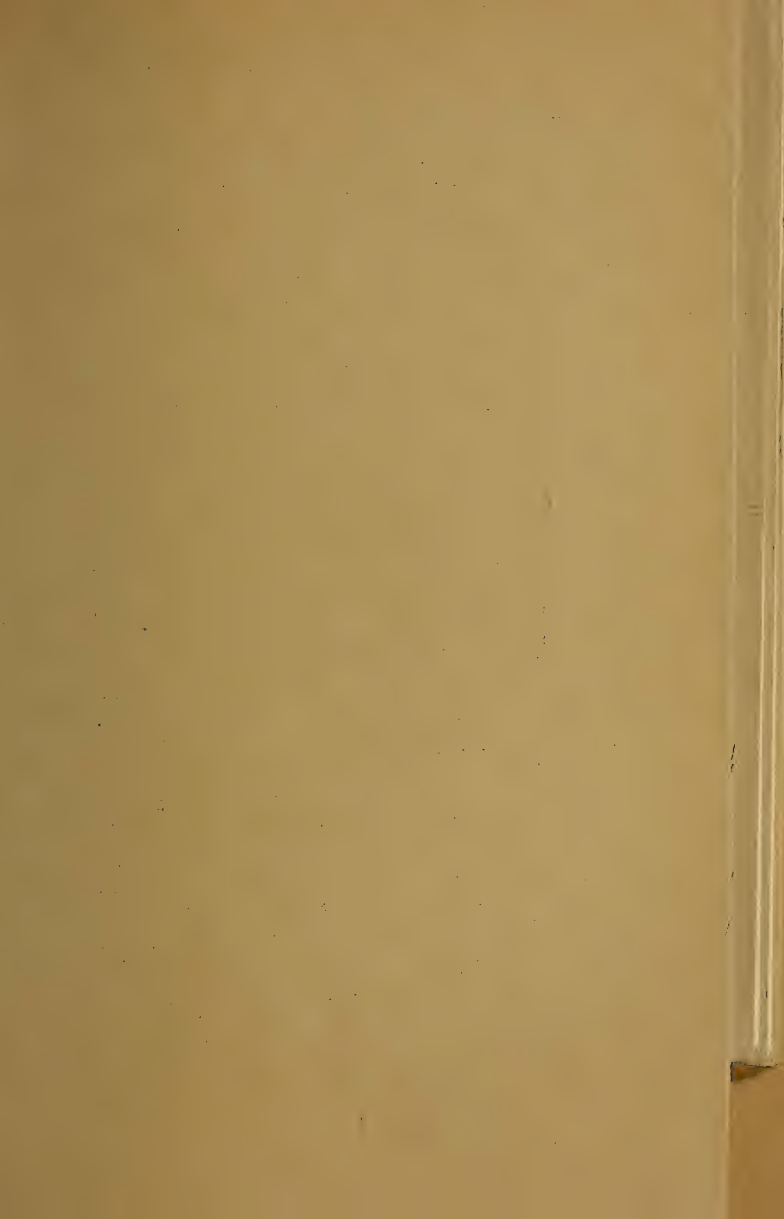
Organization of Classes	-	3:00 p. m. Wednesday, Sept. 23rd, 1908
Thanksgiving Holidays	-	{ 4:30 p. m. Wednesday, Nov. 26th, to 8:30 a. m. Monday, Nov. 30th, 1908
Christmas Holidays	- -	{ 4:30 p. m. Tuesday, Dec. 22nd, to 8:30 a. m. Monday, January 4th, 1909
Easter Holidays	- - -	{ 4:30 p. m. Thursday, April 8th, to 8:30 a. m. Wed., April 14th, 1909
School Closes	- - - - -	5:00 p. m. Friday, June 11th, 1909

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## CLASS DAYS

Opening Day	- -	3:00 p. m. Wednesday, September 23rd, 1908
Thanksgiving Exercises	-	2:30 p. m. Wednesday, Nov. 25th, 1908
Christmas Exercises	- -	2:30 p. m. Friday, December 18th, 1908
New Year Exercises	- - -	2:30 p. m. Monday, January 4th, 1909
Easter Exercises	- - - -	2:30 p. m. Thursday, April 8th, 1909
Annual Exercises	- - - - -	- - - - - To be announced
Class Day	- - - - -	- - - - - Thursday, June 10th, 1909
Closing Day	- - - - -	- - - - - Friday, June 11th, 1909







## CALENDAR.

[illegible]

## CALENDAR.

1909	Sunday	Monday	Tuesday	Wednesday	Thursday	Saturday	1909	Sunday	Monday	Tuesday	Wednesday	Thursday	Saturday	1909	Sunday	Monday	Tuesday	Wednesday	Thursday	Saturday
Jan	3	4	5	6	7	8	May	9	10	11	12	13	14	Sept.	5	6	7	8	9	10
	10	11	12	13	14	15		15	16	17	18	19	20		11	12	13	14	15	16
	17	18	19	20	21	22		21	22	23	24	25	26		17	18	19	20	21	22
	24	25	26	27	28	29		28	29	30	31	...	...		24	25	26	27	28	29
	31	...	...	...	...	...		31	...	...	...	...	...		31	...	...	...	...	...
Feb.	1	2	3	4	5	6	June	1	2	3	4	5	...	Oct.	3	4	5	6	7	8
	7	8	9	10	11	12		6	7	8	9	10	11		10	11	12	13	14	15
	14	15	16	17	18	19		13	14	15	16	17	18		17	18	19	20	21	22
	21	22	23	24	25	26		20	21	22	23	24	25		24	25	26	27	28	29
	28	...	...	...	...	...		27	28	29	30	...	...		31	...	...	...	...	...
Mar.	1	2	3	4	5	6	July	1	2	3	4	5	...	Nov.	1	2	3	4	5	6
	7	8	9	10	11	12		4	5	6	7	8	9		7	8	9	10	11	12
	14	15	16	17	18	19		11	12	13	14	15	16		14	15	16	17	18	19
	21	22	23	24	25	26		18	19	20	21	22	23		21	22	23	24	25	26
	28	29	30	31	...	...		25	26	27	28	29	30		28	29	30	...	...	...
April	4	5	6	7	8	9	Aug.	1	2	3	4	5	6	Dec.	5	6	7	8	9	10
	11	12	13	14	15	16		8	9	10	11	12	13		12	13	14	15	16	17
	18	19	20	21	22	23		15	16	17	18	19	20		19	20	21	22	23	24
	25	26	27	28	29	30		22	23	24	25	26	27		26	27	28	29	30	31
	...	...	...	...	...	...		29	30	31	...	...	...		...	...	...	...	...	...

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**Chicago**

**Kindergarten**

**Institute**

**1913-1914**

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FOUNDED IN 1894



**CHICAGO  
KINDERGARTEN  
INSTITUTE**

**1913-1914**

**DIRECTORS**

Mrs. Mary Boomer Page

Miss Caroline C. Cronise

Mrs. Ethel Roe Lindgren

**GERTRUDE HOUSE**

Class Rooms and Students' Residence

54 Scott Street

CHICAGO



GERTRUDE HOUSE—Near the Lake Front, North Side, Chicago  
Class Rooms and Student's Residence

## INSTRUCTORS

### MRS. MARY BOOMER PAGE

Froebel's Philosophy of Education (first year).  
Principles of Education and Methods in Relation to the  
Kindergarten (second year).  
Technique of Kindergarten.  
Psychology of Plays and Games (second year).

### MISS CAROLINE C. CRONISE

Art.  
Ethics.  
Froebel's Philosophy of Education (second year).

### MRS. HARRIET BROWN SEYMOUR

Music.

### MISS GERTRUDE ERICKSON

Assistant Music Teacher.

### MISS ELIZABETH JENKINS

Montessori Methods.

### PROF. JAMES R. ANGELL (University of Chicago) and

Assistants  
Psychology.  
(To be announced later).  
History of Education.

### DR. H. S. PEPOON (Botany Department, Lake View High School; Lecturer, Academy of Science)

Natural Science.

### MISS MARY HARDMAN (Academy of Science)

Natural Science.

### MISS ELSIE A. WYGANT (College of Education, University of Chicago)

Elementary School Curriculum.

### **INSTRUCTORS—Continued**

**MISS ANNE ELIZABETH ALLEN**

Games and Rhythm.

**MISS MARY LINCOLN MORSE**

Literature: Stories.

Principles of Education (first year).

Froebel's Play Materials (first year).

**MISS J. JANET HOFFMAN**

Kindergarten Occupations.

Woodwork.

Household Activities (Laboratory tests).

Games (first year).

**MISS FRANCES E. MARSHALL**

Lectures on Physiology and Children's Diseases.

**MRS. VIRGINIA SENSENEY MAXWELL**

Assistant Art Teacher.

**MISS MARY WOOD HINMAN**

Folk Dancing.

### **SUPERVISOR OF KINDERGARTENS**

**MISS ANNE ELIZABETH ALLEN**

### **SPECIAL LECTURES**

**MRS. ALICE H. PUTNAM** (Former Principal Chicago  
Froebel Association)

**DR. ARTHUR ATWELL SMALL**

**DR. PHILIP SCHUYLER DOANE**

**MR. C. W. DOUGLAS** (Canon of Fond du Lac Cathedral)

History of Music.



## GENERAL LECTURES

MISS MARY E. McDOWELL (University of Chicago  
Social Settlement)

DR. H. F. WILLARD (Bureau of University Travel,  
Boston, Mass.)

MISS MARY S. SNOW (Supervisor of Domestic Arts.



CORNER OF RECEPTION ROOM

THE twentieth year of the Chicago Kindergarten Institute will open September 24th, 1913.

The school building is situated at 54 Scott Street, one block west of the Lake Shore Drive and within view of Lake Michigan. It is readily accessible by taking the North State street car to Division street, and it is but twenty-five minutes' walk from the center of the city.

The aim of the Institute is to present to students its training and ideals of life in such a manner as will develop the qualities of character essential to the successful kindergartner, so that in class-work, teaching of children and daily living, the'r lives shall be the sincere expression of an effort to attain these ideals. To this end it provides:

- I. Instruction in Principles of Education; Philosophy and History of Education; Froebelian Literature; Science; Gifts and Occupations; Psychology; Art, Music; Industrial Handwork; and other allied branches.
- II. Practical application of the above to little children through daily practice in the morning kindergartens.
- III. Supplementary Course for kindergartners or teachers who desire to supplement previous study.
- IV. Course for young women not intending to become teachers, but desiring to prepare to meet the demands of a home intelligently.
- V. Kindergarten Directors' Conferences on educational problems.

The eminence of the lecturers and teachers of the Chicago Kindergarten Institute, the high standard of its scholarship, and the wide scope of its work, social and educational (including as it does, experience in Settlements, Play Grounds, Schools, (public and private), make it unique among training schools. Its practice work is conducted in the public schools, in private and settlement kindergartens of Chicago, and in the elementary grades of the best schools of the city. These different conditions give a great variety of experience. The residence center, in Gertrude House, creates a professional atmosphere that is of great value for both residents and nonresidents. The central location, near the beautiful and healthful lake front of the North Side of Chicago, makes it ideal for residence and study. The large number of loyal graduates located in almost every state and in all the leading cities in America gives breadth of interest and many opportunities to place new graduates.

## COURSES OF STUDY AND ENTRANCE REQUIREMENTS

### **Regular Kindergarten Course     -     two years**

This course prepares the student for professional work in Kindergartens and Elementary Grades.

### REQUIREMENTS

Applicants must be eighteen years of age and possess sufficient maturity to insure ability to undertake the training. A high school course (equal to the standards of the Chicago high schools) or its equivalent is essential. Those who wish to enter the Institute are requested to send for application blanks, which must be filled out carefully and returned with a credential letter. When possible, a personal interview is requested.

Practice in the morning kindergartens is required, according to the needs of the student.

A diploma will be given, on the satisfactory completion of the regular two-years' course, to such students as have graduated from a four-years' high school course.

To such students as are admitted without having graduated from a four-years' high school course, a certificate will be given upon the satisfactory completion of the two-years' course in the Institute.

For Curriculum see page 12.

### **Special Course     -     -     -     three years**

A special plan of work is offered to those who prefer to take the course in three years instead of two. This extra year provides opportunities for additional study and experience, which not only deepen and enrich the character of the student, but furnish her with a better practical equipment.

### **Supplementary Course     -     -     -     one year**

Students who have had previous training, or partial training, and who wish to supplement such work, may enter this course at any time of the year. Particular care will be taken to place these students in such classes as seem most desirable. As many as forty different training schools have been represented in this course in the past.

Credits and certificates will be given for all work satisfactorily completed.

For Requirements see page 8.

## SCHOOL OF HOME MAKING

### One Year

The aim of the School of Home Making is to present a practical training in household activities sufficient to enable a young woman to undertake the care and management of a home with dignity, and with such efficiency as will not only guarantee its happiness, but also the health and comfort of all its members.

Moreover, a woman who has been well trained in home activities "ought to be a far more effective teacher, a more efficient manager or worker in the great variety of civic and social enterprises."

The laboratory for this course is at Gertrude House, 54 Scott Street (near North State and Division Streets). The House is equipped for the distinct purpose of giving young women a opportunity to study Home Making in a practical manner.

By the term Home Making is meant not only a working knowledge of marketing, cooking, hygiene, dietetics, cost of living, rearing of children, home nursing, etc., but also "The Study of Right Living, the study of the importance, the utility, and the possible beauty of the common things of daily existence."



# Curriculum of Chicago Kindergarten Institute

## General Subjects

- \*Principles of Education.
- \*History of Education.
- \*Philosophy of Education.  
Educational Sociology.
- \*Psychology.  
Ethics.

## Special Subjects

- \*Kindergarten Principles of Education, Problems and Activities.
- \*Kindergarten Technique and Practice Teaching.
- \*Science in relation to Education.  
Art in relation to Education.  
Observation and Practice Teaching.

## CREDITS

The following credits are required for graduation from the Institute:

### Regular Course (two years) - 19 Credits

A credit means forty-eight hours of satisfactory recitations or prepared work. A point means twenty-four hours or half a credit.

\*Students who complete this course satisfactorily and who desire to receive credits, with a view to more University work at the University of Chicago, may do so by conforming to the rules which govern unclassified students, viz., by obtaining the endorsement of a special examiner at the University and by the payment of the matriculation fee, \$5.00. (This is paid but once and entitles the student to continue work at the University at any time.) It also gives the general advantages of University membership, the use of libraries, certain lecture courses, public exercises, etc.



## Regular Course

Two Years—(The Two Year Terms Consist of 16 Weeks Each.)

First Year—9 Credits

		Hours
General Subjects	Principles of Education . . . . .	36
	Biographical Studies . . . . .	12
	Psychology . . . . .	60
	Ethics. . . . .	24
	Froebel's Philosophy of Education (Mother Play Book)	36
Principles and Methods of Education	<b>Technique of Kindergarten</b>	
	Froebel's Play Materials. . . . .	30
	Program of Kindergarten . . . . .	12
	Hand Work . . . . .	20
	Supervisors' Conferences. . . . .	12
Art in Relation to Education	Graphic Arts (Modeling, Drawing, etc.)	48
	Music (Vocal and Instrumental) . . . . .	36
	Literature and Stories. . . . .	24
	Physical Training (Games, Rhythm, Folk Dancing, etc.)	40
Science in Relation to Education	Personal Hygiene. . . . .	12
	Home Activities . . . . .	24
Practice Teaching . . . . .		20 Weeks

## Regular Course—*Continued*

Second Year—10 Credits

General Subjects	History of Education . . . . .	Hours 48
	Sociology . . . . .	24
	Froebel's Philoso- { Education of Man	36
	phy of Education { Mother Play Book	24
	Elementary Curriculum . . . . .	24
Principles and Methods of Education	<b>Technique of Kindergarten</b>	
	Froebel's Play Materials . . . .	60
	Program of Kindergarten . . . . .	24
	Hand Work . . . . .	12
	Montessori Methods . . . . .	12
Art in Relation to Education	Graphic Arts (Modeling, Drawing, etc.)	24
	Music (Vocal and Instrumental) . . . . .	32
	Literature and Stories . . . . .	36
	Physical Training { Games . . . . .	54
	Psychology of Play { Folk. Danc- ing . . . . .	
	Rhythm . . . . .	
Science in Relation to Education	Nature Study . . . . .	24
	Nature Study Applied to Art.	16
	Industrial Art; Wood Work	22
	Laboratory Experiments . . . . .	12
	Child Physiology . . . . .	12
Practice Teaching . . . . .		16 Weeks

## TUITION

Tuition is payable semi-annually, Sept.  
24th and Feb. 1st.

Regular Course (two years) each year .	\$100.00
Three-year Course { first two years, each year .	100.00
{ third year.....	50.00
Supplementary Course (one year) .....	100.00
Non-Professional Course (one year).....	100.00
Mothers' Course.....	10.00

Arrangements may be made for less than six months at the rate of \$15.00 a month or pro rata for single studies.

Materials for regular kindergarten handwork are included in the fee \$100.00 in the Regular Course, but are extra in the Supplementary and Post-Graduate Courses. Books, materials for basketry and art and tools for woodwork are furnished at cost. Use of piano is extra. No tuition will be refunded after payment. **Checks should be made payable to the Chicago Kindergarten Institute.**

## TRAINING

The training in most schools is primarily for a self-development, and is therefore self-centered. In kindergarten work the emphasis is laid on doing for others, for the little children, who always appeal to a woman's affection. The consciousness of any effort for self-development really hinders its progress, while work of equal educational value pursued with the purpose of helping others results in a more rapid and complete development of one's own faculties.



CORNER OF STUDIO

## **History of Education. 48 Hours**

In this work an attempt is made to examine the great periods in human history with a view to determining their informing ideas and ideals, and the means people used, consciously or unconsciously, to perpetuate their ideals in their children. To give the feeling of the periods studied, extracts are presented from original writings. On these materials the students are required to pass individual judgments, and then, through discussions, they are led to larger comparisons and generalizations. Educational reformers and theories are studied in their relation to the life out of which they have developed.

## **Educational Sociology. 24 Hours**

In this work a study is made of formal education, considered as a factor in the whole group of social activities. The support, supervision and limits of school work are studied. In addition to this, a study is made of the groups of activity that form opinion and determine conduct, family life, society, political activity, work and recreation. Churches and the press are examined as educational agencies.

## **Psychology. 60 Hours**

This course affords an introduction to the basal facts and principles of modern psychology. The work will be conducted by means of lectures, textbook readings and recitations. After the more

rudimentary materials have been mastered, attention will be directed to the practical bearings of Psychology upon the work of teaching. Students will be encouraged to make systematic observations upon the mental and physical characteristics of children. The text employed will be Angell's Psychology.

### **Ethics. 24 Hours**

A brief outline of some of the most important principles of ethical doctrine will be presented: Character and Conduct, Moral Judgment; Institutions, Customs, Duties, Virtues and Standards will be discussed. Text-books, Mackenzie's Manual of Ethics, Dewey & Tufts' Ethics.

### **Froebel's Philosophy of Education. 96 Hours**

A study of the principles underlying the meaning and purpose of education, based upon Froebel's Education of Man and Froebel's Mother Play, together with reference reading from Mackenzie's Manual of Ethics, Pedagogics of the Kindergarten and Froebel's Education by Development.

### **Principles of Education, Methods, Theory and Practice in Relation to the Kindergarten.**

**144 Hours**

These courses will begin with a brief study of the process of mental development through the periods of infancy and early childhood, including imitation,



imagination, play and work and theories of play, followed by a study of Froebel's Educational Principles and their application in the use of gifts.

In the Senior year, the principles, theories and methods of education, common to all educational procedure, will be applied to the organization of the play and work of the children through the various means of the kindergarten. The program is discussed from the standpoint of the child's stage of development and the purposes to be realized.

The aim of these courses is to develop an insight into the principles of modern education, in order to give an intelligent knowledge of teaching. Education is considered as an organized agency, and shows the relation of the individual to his natural and social environment. This work is carried on by class discussions, reading and observation of kindergartens and schools.

### **Manual Arts, Occupations and Household Activities. 90 Hours**

Courses in Kindergarten occupations, woodwork, basketry, weaving, cardboard and paper construction, and use of nature materials to demonstrate their educational value and their relation to the growth of capacity in children.

In addition there will be laboratory experiments relating to sanitation and hygiene. A group of studies will be conducted in the industrial arts.



## **The Use of Our Nature Environment in Elementary Education. 40 Hours**

An investigation and study which shall aim to determine the best ways of utilizing our nature environment in elementary school work. The study will include a consideration of: 1. Aims in elementary education; 2. The nature of children's interests in their environment; 3. How these interests are generated; 4. A study of the materials and phenomena common to our nature environment. This will include, (a) Plant Life, (b) Animal Life, (c) Rocks, Minerals and Soils, (d) Climate. What each may contribute to elementary school work; the relation that needs to be established between this material and the child to insure this contribution. The work will involve two aspects:

1. Regular class exercises, requiring observation, experiments, and expression, involving special studies of these materials.

2. A summary study which will aim to determine the relation of the facts, acquired in this class study, to elementary teaching, and the essential method of procedure in establishing these relations.

3. Art lessons applied to nature study.

## **Elementary School Curriculum. 24 Hours**

This course will deal particularly with: (a) The principles underlying a course of study in social occupations in relation to ethical development and the acquisition of knowledge; (b) Discussions of

the methods of teaching History, Geography, Science, English, Mathematics, etc., in the light of a scientific theory of education.

Observation and cadet practice in the Francis W. Parker School and the School of Education are required.

### **Art. 72 Hours**

This includes instruction in modeling, color-work, free-hand perspective, blackboard drawing and principles of design with special relation to their application in the kindergarten. Methods of teaching young children and the practical value of graphic art to the child will be discussed. The mediums used are clay, brush and ink, charcoal, pencil, water-color and chalk.

### **Music. 72 Hours**

This course extends over a period of six months in both Junior and Senior years. The work includes the singing of simple songs in chorus and individually the playing of simple piano numbers, the analysis of the songs and the elements of form and composition. Students will be given credit for previous work which is satisfactory. Those who have had no musical training will be expected to fulfill the requirements, making up their deficiencies when necessary by taking private lessons.

## **Literature. 60 Hours**

Examination into the sources and meaning of myths, fairy tales and fables. Study of literature suitable for children with classification and adaptation of stories, rhymes and poems. Practice in story-telling.

## **Physical Training. 56 Hours**

This course embraces Games, Folk-dancing, Hygiene, Physical and Respiratory exercises.

A study will be made of games suitable to the kindergarten, together with practice in playing them. Folk-dancing and rhythmic exercises will receive special attention. Physical exercises are given from the standpoint of health. The care of little children and the health of the teacher will be discussed by experts.

## **Observation and Practice Teaching.**

Thirty-six weeks of practice in kindergartens or elementary schools are required. Opportunities are offered in public and private kindergartens and settlements in the city and suburbs, also in the School of Education, F. W. Parker School and some of the other leading schools of the city.

Frequent conferences with the Supervisor and other members of the Faculty are required for complete co-operation, mutual understanding, and progress.

### **Kindergarten Directors' Conferences**

The Directors of Kindergartens, co-operating with the Institute, meet for the discussion of educational problems involved in their daily work with children and assistant teachers.

Special lecture courses by experts are offered which present the vital problems of the day.



## **LECTURES**

The students have from time to time the privilege of attending both single lectures and courses by well known specialists on Kindergarten and other subjects.

As often as time will permit, studies will be made of the great musical masterpieces with special relation to the programs of the Thomas Orchestra.

# **CURRICULUM OF THE SCHOOL OF HOME MAKING**

## **The Family:**

History; Psychology; Ethics; Problems; Relation to Civic Life.

## **The Child:**

Physical Care; Growth; Clothing and Food; Character Development; Surroundings; Art; Music; Stories; Games; Occupations; Mental and Moral Training.

## **Hygiene:**

Hygiene of the House; Child Hygiene; Hygiene of the Mother; Emergencies; Home Nursing.

## **Food:**

Marketing; Cooking; Food Values; Cost of Food; Care of Food; Serving; Servants; Dietetics.

## **Clothing:**

Selection; Cost; Care; Suitability; Beauty.

## **House:**

Location; Equipment; Organization; Decoration; Cost of Living; Accounts.

Opportunity will be afforded for observation of children, together with practical experiences with children in Gertrude House, as well as in nurseries, kindergartens, hospitals, playgrounds, etc.

### Calendar

Three terms, of ten weeks each, comprise the course of study, beginning in October and ending in June. Tuition, per year, \$100.

“To be housekeeper, to be homemaker, to take from each part of life its offerings of value and patiently weld them into a coherent whole,”—that is the faculty of woman —“to make a city a home, to elicit from discordant elements a harmonious total of warm, charming, noble, livable life.”

## GERTRUDE HOUSE

Organized in 1894 by the Chicago Kindergarten Institute as a home for its students, is under the direction of Miss Caroline C. Cronise as House Director. The name is taken from the character of the teacher and mother in Pestalozzi's educational romance, "Leonard and Gertrude." The principles upon which it is based date back to the home life which Froebel established with his students at Keilhau, a life which contributed substantially to the success of this first training school. Interviews with Fraulein Annetta Schepel (who represented the Pestalozzi-Froebel Haus of Berlin during the World's Fair), together with a visit to the Pestalozzi-Froebel Haus itself, gave impetus to plans for establishing Gertrude House. The aim of both houses is to combine home training with kindergarten student-life.

The regular membership of the household is limited, and all members are expected to enter for the year unless special arrangements are made beforehand to the contrary. The dates of opening and closing the House are in accord with those of the Institute. See special circular.

Gertrude House is attractively established at 54 Scott street, one block west of the Lake Shore Drive and within view of Lake Michigan. The location, while convenient to all parts of the city, is in a retired neighborhood, five minutes' walk from Lincoln Park or the Newberry Reference Library, and twenty minutes' walk from the center of the city. The building consists of four stories, lighted



on four sides, with wide halls and easy staircases, large assembly room and studio, modern ventilation and fire escapes.

The house is always open to kindergartners who may wish to make it headquarters during visits to Chicago during the school-year.

One of its aims is to provide young women students with a refined and wholesome environment, and at the same time create a homelike atmosphere. Teachers and students live together as a family, which admits of acquaintance and fellowship, and gives the students opportunities for a certain measure of social life, from which, in a large city they are often debarred. The House, being strictly an educational institution, is nonsectarian. The surroundings and life are simple, and certain household duties are shared in common. These are changed every two weeks and occupy from twenty minutes to half an hour daily.

The members participate in periodical house-meetings, where ideals of home-making and daily living are discussed.

These ideals form the basis of the regulations made by the Head Resident and Student Government body. These are such as contribute to the welfare and interests of all members of the household. The students are allowed such freedom as they can consistently and wisely use. Any abuse of this liberty will result in the withdrawal of the privileges; and no member can be retained whose spirit is not in accord with that of the family.

The Faculty hope that students will be able to take advantage of the many opportunities Chicago offers in its libraries, museums, concerts, theatres, operas, etc. Students will be allowed to receive visitors and go to entertainments on Saturdays, and such Friday evenings as do not conflict with the house-meetings. Parents or guardians of each member of Gertrude House are requested to send a letter to the Head Resident stating their wishes in regard to the escorts whom the student may be allowed to accept. Students' parties to theatres or other evening entertainments must be under proper chaperonage, the chaperon's ticket to be shared by the party when going to an entertainment requiring an admission fee.

The regular living expenses (no laundry included) are based on the lowest actual estimates for the school year, and are paid in three installments, September 24th, December 1st and March 1st. Prices of rooms vary according to size of room and number of occupants, as follows (**not including tuition**):

**Rooms accommodating 3 students, per person for the school year, single beds.....\$350, \$375 and \$400**

**Rooms accommodating 2 students, per person for the school year, single beds.....\$350, \$375, \$400, \$425 \$450 and \$500**

**Single rooms, \$400, \$500, \$550, \$575, \$600 and \$625**

This does not include the Christmas and Easter holidays, rates for the year being made as low as possible. Students who remain during the holidays will be charged 50 cents a day or \$3.50 a week. The rate is \$1.50 per day for those who enter before the opening of the Institute or remain after the date of closing. Reduction is made for absence by the month only. No money refunded after payment. For further particulars, send for Gertrude House Circular.

All members, **unless otherwise specified**, are expected to enter for the school year. For tuition see page 14.

Gertrude House is open daily, the Summer months included, to students who wish to see available rooms. Scott street is reached by taking the **North** State street electric car to the corner of Division and North State streets. Scott street is a half block north of Division street.

Mail should be addressed and checks made payable to

CHICAGO KINDERGARTEN INSTITUTE,

54 Scott Street, Chicago

## GENERAL NOTICES

The Institute will be open to classes at 3 p. m. Wednesday, September 24th, 1913. All students are expected to register at this time. The office, class-rooms and students' residence are at Gertrude House, 54 Scott street.

Students who have studied with Post-Graduates of the Institute may enter to complete their training. Credit will be given for all previous acceptable work.

Students of less than two years' training elsewhere are admitted to the Institute upon presentation of proper credentials and after passing satisfactorily an examination. Credit will be given for all previous work which is acceptable.

College education, travel, musical or artistic training are of practical use in the kindergarten.

While the Institute does not guarantee positions to its students, because of its high grade of training, it has always been successful in assisting its graduates to desirable positions. Institute Certificates are honored by Boards of Education in Illinois, New York, California, Michigan, Indiana and other states.

Classes meet four afternoons every week, during the school year, and four mornings a week, when not practising in the morning kindergartens.

Students will be required to make up all recitations or lectures lost through absence, either by taking private lessons at the close of the school year, or by doing a certain amount of extra prescribed reading with written abstracts.

Extra charges will be made for private tutoring. No allowance is made for days lost in practice teaching. All absences must be made up during vacations or at the close of the school year. All students are required to be present at exercises on "Class Days." Attendance is expected at all classes and at kindergartens for required practice on closing days and opening days before and after school vacations.

Students entering late must be responsible to make up the work they have missed.

#### PREPARATORY READING

The following list of books is given in the order preferred for selection as preparatory reading:

##### LECTURES TO KINDERGARTNERS.

Elizabeth P. Peabody.

EDUCATIONAL IDEALS. Munroe.

CHILDREN'S RIGHTS. Kate Douglas Wiggin.

EDUCATIONAL LAWS. James L. Hughes.

STUDY OF CHILD NATURE. Elizabeth Harrison.

SONG OF LIFE. Margaret Morley.

CHILDREN, THEIR MORALS AND CRITICS.  
Mrs. Aldrich.

PESTALOZZI, HIS LIFE AND HIS WORK.  
De Guimp.

STORY OF THE MIND. Baldwin.

TWO PATHS IN ART. Ruskin.

FROEBEL'S AUTOBIOGRAPHY. Michaelis and Moore.

CHILDREN'S WAYS. Sully.

KINDERGARTEN AND CHILD CULTURE.  
Dr. Barnard.

THE CHILDREN OF THE FUTURE. Nora A. Smith.

LOVE AND LAW IN CHILD NATURE. Emile Poulsson.

## THE FELLOWSHIP CLUB

Is an organization of the students of the Chicago Kindergarten Institute, its purpose being to keep the Alumnae and undergraduate students in touch with the work as well as with each other. The Fellowship Club is governed by a board consisting of representatives from each of the classes, one member from the faculty, and one from among the graduate students. The Club is a branch of the International Kindergarten Union. It issues a semi-annual paper for the Alumnae.

## STUDENT GOVERNMENT

The Student Government Association was organized in 1908, the faculty and students desiring to establish individual and community responsibility in the life and conduct of Gertrude House and the Institute. The general purpose of the organization is to preserve a high standard of womanhood and to promote a spirit of co-operation with the Faculty. Authority is vested in an executive board consisting of representatives from all the classes. All non-official members of the training school and all non-official residents of Gertrude House are members of the Student Government and therefore subject to its constitution.



# CALENDAR

1913-1914

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Organization of Classes	3 p. m. Wednesday, Sept. 24, 1913
Thanksgiving Holidays	{ 4:30 p.m. Wednesday, Nov. 26, 1913 8:30 a. m. Monday, Dec. 1, 1913
Christmas Holidays -	{ 4:30 p. m. Friday, Dec. 19, 1913 8:30 a. m. Monday, Jan. 5, 1914
Easter Holidays - - -	{ 4:30 p. m. Thursday, April 9, 1914 8:30 a. m. Monday, April 13, 1914
Spring Vacation - - -	{ 4:30 p. m. Friday, April 24, 1914 8:30 a. m. Monday, May 4, 1914
School Closes - - - -	5:00 p. m. Friday, June 5, 1914

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## CLASS DAYS

Opening Day - - - -	3:00 p. m. Wednesday, Sept. 24, 1913
Thanksgiving Exercises	2:30 p. m. Wednesday, Nov. 26, 1913
Christmas Exercises -	2:30 p. m. Friday, Dec. 19, 1913
New Year Exercises -	2:30 p. m. Monday, January 5, 1914
Easter Exercises - - -	2:30 p. m. Thursday, April 9, 1914
Annual Exercises - - - - -	To be announced
Class Day - - - - -	To be announced
Closing Day - - - - -	Friday, June 5, 1914



## CALENDAR.

1913	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	1913	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	1913	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Jan.	...	...	...	1	2	3	4	May	...	...	...	...	...	...	...	Sept.	...	...	...	...	...	...	...
	5	6	7	8	9	10	11		4	5	6	7	8	9	10		7	8	9	10	11	12	13
	12	13	14	15	16	17	18		11	12	13	14	15	16	17		14	15	16	17	18	19	20
	19	20	21	22	23	24	25		18	19	20	21	22	23	24		21	22	23	24	25	26	27
Feb.	26	27	28	29	30	31	...	June	25	26	27	28	29	30	31	Oct.	28	29	30	...	...	...	...
	2	3	4	5	6	7	8		1	2	3	4	5	6	7		5	6	7	8	9	10	11
	9	10	11	12	13	14	15		8	9	10	11	12	13	14		12	13	14	15	16	17	18
	16	17	18	19	20	21	22		15	16	17	18	19	20	21		19	20	21	22	23	24	25
Mar.	23	24	25	26	27	28	...	July	22	23	24	25	26	27	28	Nov.	26	27	28	29	30	31	...
	2	3	4	5	6	7	8		29	30	...	...	...	...	...		2	3	4	5	6	7	8
	9	10	11	12	13	14	15		...	...	1	2	3	4	5		9	10	11	12	13	14	15
	16	17	18	19	20	21	22		13	14	15	16	17	18	19		16	17	18	19	20	21	22
	23	24	25	26	27	28	29		20	21	22	23	24	25	26		23	24	25	26	27	28	29
April	30	31	...	...	...	...	...	Aug.	27	28	29	30	31	...	...	30	...	...	...	...	...	...	...
	...	...	1	2	3	4	5		...	...	...	...	...	...	...		...	...	...	...	...	...	...
	6	7	8	9	10	11	12		3	4	5	6	7	8	9		7	8	9	10	11	12	13
	13	14	15	16	17	18	19		10	11	12	13	14	15	16		14	15	16	17	18	19	20
	20	21	22	23	24	25	26		17	18	19	20	21	22	23		21	22	23	24	25	26	27
	27	28	29	30	...	...	...		24	25	26	27	28	29	30		28	29	30	31	...	...	...
	...	...	...	...	...	...	...		31	...	...	...	...	...	...		...	...	...	...	...	...	...

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## CALENDAR.

[illegible]



1914/15

LIBRARY  
OF THE  
UNIVERSITY OF ILLINOIS  
19 SEP 1914

**Chicago**

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**Kindergarten**

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**Institute**

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**1914-1915**

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**54 SCOTT STREET  
C H I C A G O**

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**FOUNDED IN 1894**



# CHICAGO KINDERGARTEN INSTITUTE

1914-1915

## DIRECTORS

Mrs. Mary Boomer Page

Miss Caroline C. Cronise

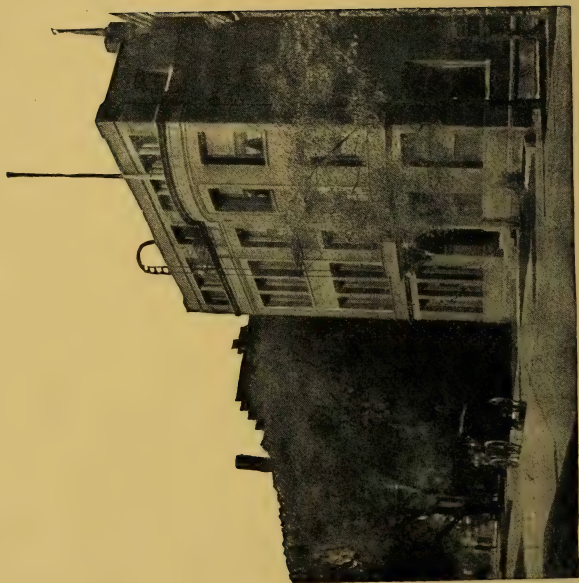
Mrs. Ethel Roe Lindgren

## GERTRUDE HOUSE

Class Rooms and Students' Residence

54 Scott Street

CHICAGO



GERTRUDE HOUSE.—Near the Lake Front, North Side, Chicago  
Class Rooms and Students' Residence

## INSTRUCTORS

## MRS. MARY BOOMER PAGE

Fröebel's Philosophy of Education (first year).  
Principles of Education and Methods in Relation to the  
Kindergarten (second year).  
Technique of Kindergarten.  
Psychology of Plays and Games (second year).

## MISS CAROLINE C. CRONISE

Fröebel's Philosophy of Education (second year).

## MRS. HARRIET BROWN SEYMOUR

Music.

## MISS ELIZABETH JENKINS

Montessori Methods.

PROF. JAMES R. ANGELL, A. M., (University of Chicago)  
and Assistants

Psychology.

MISS GERTRUDE HARPER BEGGS, Ph. D., (University  
of Colorado)

History of Education.

Ethics.

DR. H. S. PEPOON (Botany Department, Lake View  
High School; Lecturer, Academy of Science)

Natural Science.

## MISS MARY HARDMAN (Academy of Science)

Natural Science.

MISS ELSIE A. WYGANT (College of Education,  
University of Chicago)  
Elementary School Curriculum.



## INSTRUCTORS—Continued

MISS ANNE ELIZABETH ALLEN, Supervisor of Kindergartens

Games.

Rhythm.

Supervisor's Conferences.

MISS MARY LINCOLN MORSE

Literature: Stories.

Principles of Education (first year).

Froebel's Play Materials (first year).

MISS J. JANET HOFFMAN

Games (first year).

Kindergarten Occupations.

Woodwork.

Household Activities.

Laboratory Tests.

DR. CAROLINE HEDGER

Physical Health of Children

School Hygiene.

MRS. M. K. RICH

MISS LUCILLE PHILBROOK } Art.

MISS VIOLET BESLY }

MISS MARY WOOD HINMAN

Folk Dancing.

## SPECIAL LECTURES

MRS. ALICE H. PUTNAM (Former Principal Chicago  
Froebel Association)

DR. ARTHUR ATWELL SMALL

DR. PHILIP SCHUYLER DOANE

**MR. C. W. DOUGLAS** (Canon of Fond du Lac Cathedral)

History of Music.

### **GENERAL LECTURES**

**MISS MARY E. McDOWELL** (University of Chicago Settlement)

**MISS FLORA C. COOKE** (Principal F. W. Parker School)

**MISS SARAH BENEDICT** (Head Dietitian Presbyterian Hospital)



CORNER OF RECEPTION ROOM IN GERTRUDE HOUSE

## THE KINDERGARTEN AS A CAREER FOR WOMEN

EVERY young woman, whatever her position in life, should be fitted to earn her own living. Only when she is prepared to offer society a fair equivalent in skilled service for her support and opportunity can she begin to think and act as an independent human being. Even if she is never obliged to earn her own living in the world's markets, she will still find the ability to do so a source of constant strength and power through her life. She will be a better mother and a better citizen because she knows practically how men and women are shaping the social and material world and their own lives through mutually helpful work. But if, through lack of means or through those financial disasters which are liable to overtake anyone, she is thrown upon her own resources, having had simply a good education in a high school or college, she must face the problem of self-support unprepared. She is like a hunter facing the forest with bare hands.

In selecting her vocation a young woman must consider, as her brothers must do, the probable demand for the work she fancies, its remuneration, its healthfulness, its effect on the character, the social opportunities it offers, and the chance it will give her to work out her ideals and serve her generation worthily

But she has another consideration which her brother does not have to meet. If she marries, her work is very likely to be interrupted and she must take up the activities that gather around a home. She must then, in selecting a career, give the preference to such work as will meet the first conditions and not unfit her for the career of wife and mother.

In the whole range of occupations open to women, that of the kindergartner probably meets these requirements more fully than any other. First, as to demand: In all the States of the Union the kindergarten is being steadily developed as an integral part of the school system. Thousands of teachers must be provided, and, as a large majority of kindergarten teachers marry, their numbers must be constantly recruited from new candidates. No able kindergartner need want for employment today and her future work is as assured as any occupation can be. Second, remuneration: The remuneration is good. From the first, the well prepared kindergartner can command from \$50 to \$60 a month, and as supervisor or trainer she may more than double this salary. Third, healthfulness: While exacting, the work is healthful, the hours are short compared with those of clerical work; there are two free days in each week and the long summer vacation. Fourth, effect on character and social opportunities offered: The work is steadily and deeply educative; the little children appeal to all that is womanly in the teacher, and such is the emphasis laid on social development in the kindergarten, that women who have had kindergarten experience almost always become social leaders in the community.

But beyond all this, the kindergarten, unlike other forms of commercial and professional work which are open to women, fosters and develops all the tastes and interests that go to the making of an effective and happy home. There are no finer homes in America than those presided over by women who have taught for a time in kindergartens.

For success in kindergarten work, the candidate should have excellent health, an open and generous nature, good spirits and a genial interest in life. She should love little children and have a natural aptitude for winning their trust and a keen desire to understand their point of view. To these natural qualities she should have added a good preliminary education equal to the ordinary high school course. Unless she can pass the examination for an ordinary teacher's certificate she will always be handicapped in her professional career.

On the intellectual side she should be well grounded in the history of education, psychology, and elementary sociology, and she should have an intimate and practical acquaintance with the principles and methods of the kindergarten. For highest success there must be added to this purely intellectual education the training of the feelings and emotions in the direction of loving service to humanity through little children. Much of the training should be given in connection with the children in actual kindergartens.

The Chicago Kindergarten Institute seeks to realize these aims, through its splendid curriculum, its strong faculty, and through its residence for students, in which is created an atmosphere of refined living, kindly helpfulness, and professional aspiration.



THE twenty-first year of the Chicago Kindergarten Institute will open September 23rd, 1914.

The school building is situated at 54 Scott Street, one block west of the Lake Shore Drive and within view of Lake Michigan. It is readily accessible by taking the street car marked "State-Division" to Division Street, and it is but twenty minutes' walk from the center of the city.

The aim of the Institute is to present to students its training and ideals of life in such a manner as will develop the qualities of character essential to the successful kindergartner, so that in class-work, teaching of children and daily living, their lives shall be the sincere expression of an effort to attain these ideals. To this end it provides:

- I. Instruction in Principles of Education; Philosophy and History of Education; Froebelian Literature; Science; Gifts and Occupations; Psychology; Elementary Curriculum; Art, Music; Industrial Handwork; and other allied branches.
- II. Practical application of the above to little children through daily practice in the morning kindergartens, elementary grades, nurseries, etc.
- III. Supplementary Course for kindergartners or teachers who desire to supplement previous study.
- IV. Course for young women not intending to become teachers, but desiring to prepare to meet the demands of a home intelligently.

## V. Kindergarten Directors' Conferences on educational problems.

The able body of lecturers and teachers of the Chicago Kindergarten Institute, the high standard of its scholarship, and the wide scope of its work, social and educational (including as it does, experience in Settlements, Play Grounds, Schools (public and private), make it unique among training schools. Its practice work is conducted in the public schools, in private and settlement kindergartens of Chicago, nurseries, the Children's Memorial Hospital and in the elementary grades of the best schools of the city. These different conditions give a great variety of experience. The residence center, in Gertrude House, creates a professional atmosphere that is of great value for both residents and non-residents. The central location, near the beautiful and healthful lake front of the North Side of Chicago, makes it ideal for residence and study. The large number of loyal graduates located in almost every state and in all the leading cities in America gives breadth of interest and many opportunities to place new graduates.



## **COURSES OF STUDY AND ENTRANCE REQUIREMENTS**

**Kindergarten and Elementary Course, three years**  
**Regular Kindergarten Course      -      two years**

These courses prepare the student for professional work in Kindergartens and Elementary Grades.

### **REQUIREMENTS**

Applicants must be eighteen years of age and possess sufficient maturity to insure ability to undertake the training. A high school course (equal to the standard of the Chicago high schools), or its equivalent, is essential. A physician's certificate of health is required. Those who wish to enter the Institute are requested to send for application blanks, which must be filled out carefully and returned with a credential letter. When possible, a personal interview is requested.

Practice in the morning kindergartens is required, according to the needs of the student.

Each student before graduation will be expected to live at Gertrude House one month. This is in accordance with the custom of many Special Schools, Colleges and Universities, which require each student to spend a certain portion of time in residence.

All students are accepted only with the understanding that the first two months constitute a period of probation, and that only such students will be retained as candidates for the Diploma

of the school as give evidence of ability to appreciate and fulfill their responsibilities.

A diploma will be given, on the satisfactory completion of the regular two-years' course, to such students as have graduated from a four-years' high school course.

To such students as are admitted without having graduated from a four-years' high school course, a certificate will be given upon the satisfactory completion of the two-years' course in the Institute.

For Curriculum see page 13.

### **Kindergarten and Elementary Course, three years**

A special plan of work is offered for those who are able to take the course in three years. This extra year provides opportunities for additional study, experience, and practice teaching, which not only deepen and enrich the character of the student, but furnish her with a better practical equipment. This course prepares students to secure positions in the first and second grades of the elementary schools. A diploma for kindergarten and elementary work, will be awarded, on the satisfactory completion of the three year's course, to such students as have received adequate preliminary training.

### **Supplementary Course - - - one year**

Students who have had previous training, or partial training, and who wish to supplement such work, may enter this course at any time of the year. Particular care will be taken to place these students in such classes as seem most desirable. As many as forty different training

schools have been represented in this course in the past.

Credits and certificates will be given for all work satisfactorily completed.

For Requirements see page 11.

## **CURRICULUM OF CHICAGO KINDERGARTEN INSTITUTE**

### **General Subjects**

- \*Principles of Education.
- \*History of Education.
- \*Philosophy of Education.
- Educational Sociology.
- \*Psychology.
- Ethics.

### **Special Subjects.**

- \*Kindergarten Principles of Education, Problems and Activities.
- \*Kindergarten Technique and Practice Teaching.
- \*Science in relation to Education.
- Art in relation to Education.
- Observation and Practice Teaching.

### **Credits**

The following credits are required for graduation from the Institute:

**Regular Course (two years)      -      19 Credits**

A credit means forty-eight hours of satisfactory recitations or prepared work. A point means twenty-four hours or half a credit.

\*Students who complete this course satisfactorily and who desire to receive credits, with a view to more University

work at the University of Chicago, may do so by conforming to the rules which govern unclassified students, viz., by obtaining the endorsement of a special examiner at the University and by the payment of the matriculation fee, \$5.00. (This is paid but once and entitles the student to continue work at the University at any time.) It also gives the general advantages of University membership, the use of libraries, certain lecture courses, public exercises, etc.



CORNER OF STUDIO

## Regular Course

Two Years—(The Two Year Terms Consist of 16 Weeks Each)  
First Year—9 Credits

General Subjects	Principles of Education.....	Hours 36
	Biographical Studies.....	12
	Psychology.....	60
	Ethics.....	24
	Froebel's Philosophy of Education (Mother Play Book)	36
Principles and Methods of Education	<b>Technique of Kindergarten</b>	
	Froebel's Play Materials.....	30
	Program of Kindergarten.....	12
	Hand Work.....	20
Art in Relation to Education	Supervisors' Conferences.....	12
	Graphic Arts (Modeling, Drawing, etc.)	48
	Music (Vocal and Instrumental) ....	36
	Literature and Stories.....	24
Science in Relation to Education	Physical Training (Games, Rhythm, Folk Dancing, etc.)	40
	Personal Hygiene.....	12
	Home Activities.....	24
Practice Teaching.....		20 Weeks

## Regular Course—Continued

Second Year—10 Credits

		Hours
General Subjects	History of Education.....	48
	Sociology.....	24
	Froebel's Philoso- { Education of Man	36
	phy of Education { Mother Play Book	24
	Elementary Curriculum.....	24
Principles and Methods of Education	<b>Technique of Kindergarten</b>	
	Froebel's Play Materials.....	60
	Program of Kindergarten.....	24
	Hand Work.....	12
	Montessori Methods.....	12
	Supervisor's Conferences.....	12
Art in Relation to Education	Graphic Arts (Modeling, Drawing, etc)	24
	Music (Vocal and Instrumental) ....	32
	Literature and Stories.....	36
	Physical Training { Games.....	54
	Psychology of Play { Folk Danc- ing.....	
Science in Relation to Education	Nature Study.....	24
	Nature Study Applied to Art.....	16
	Industrial Art; Wood Work.....	22
	Laboratory Experiments.....	12
	Child Physiology.....	12
Practice Teaching.....		16 Weeks



## TUITION

Tuition is payable semi-annually, Sept. 23rd and Feb. 1st.

Regular Course (two years) each year .....\$120.

Three-year Course	{ first two years, each year	....	120.
	{ third year	.....	60.

Supplementary Course (one year) ..... 120.

Non-Professional or Home Making Course 100.

Mothers' Course..... 10.

Arrangements may be made for less than six months at the rate of \$20 a month or pro rata for single studies.

Books and all materials for regular Kindergarten handwork used in any of the courses will be furnished at cost. Use of Piano is extra.

Graduation expenses, five dollars per student.

No Tuition will be refunded after payment. Checks should be made payable to the Chicago Kindergarten Institute.

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Registrar, MISS MARGARET RAHFELD



## TRAINING

The training in most schools is primarily for self-development, and is therefore self-centered. In kindergarten work the emphasis is laid upon doing for others, for little children, who always appeal to a woman's affection. The consciousness of any effort for self-development really hinders its progress, while work of equal educational value pursued with the purpose of helping others results in a more rapid and complete development of one's own faculties.



CORRIDOR IN GERTRUDE HOUSE

## **SUMMARY OF SUBJECTS OFFERED IN REGULAR COURSE OF TWO YEARS**

### **History of Education. 60 Hours.**

In this work an attempt is made to examine the great periods in human history with a view to determining their informing ideas and ideals, and the means people used, consciously or unconsciously, to perpetuate their ideals in their children. To give the feeling of the periods studied, extracts are presented from original writings. On these materials the students are required to pass individual judgments, and then, through discussions, they are led to larger comparisons and generalizations. Educational reformers and theories are studied in their relation to the life out of which they have developed.

### **Educational Sociology. 24 Hours.**

In this work a study is made of formal education, considered as a factor in the whole group of social activities. The support, supervision, and limits of school work are studied. In addition to this, a study is made of the groups of activity that form opinion and determine conduct, family life, society, political activity, work and recreation. Churches and the press are examined as educational agencies.

### **Psychology. 60 Hours.**

This course affords an introduction to the basal facts and principles of modern psychology. The work will be conducted by means of lectures, text-

book readings and recitations. After the more rudimentary materials have been mastered, attention will be directed to the practical bearings of Psychology upon the work of teaching. Students will be encouraged to make systematic observations upon the mental and physical characteristics of children. The text employed will be Angell's Psychology.

### **Ethics. 24 Hours.**

A brief outline of some of the most important principles of ethical doctrine will be presented: Character and Conduct, Moral Judgment; Institutions, Customs, Duties, Virtues and Standards will be discussed. Text-books, Mackenzie's Manual of Ethics, Dewey & Tufts' Ethics.

### **Froebel's Philosophy of Education. 96 Hours**

A study of the principles underlying the meaning and purpose of education, based upon Froebel's Education of Man and Froebel's Mother Play, together with reference reading from Mackenzie's Manual of Ethics, Pedagogics of the Kindergarten and Froebel's Education by Development.

### **Principles and Methods of Education, Technique and Practice in Relation to the Kindergarten. 162 Hours.**

These courses will begin with a brief study of the process of mental development through the periods of infancy and early childhood, including imitation,

imagination, play and work, and theories of play, followed by a study of Froebel's Educational Principles and their application in the use of gifts.

The Kindergarten Curriculum or program is evolved in harmony with the fundamental principles and methods of education. It is based upon the child's stage of development in the light of the standards of civilization directly bearing upon social environment.

The purpose of these courses is to develop an insight into the needs of the growing human being and a knowledge of education, such as will prepare the teacher intelligently for teaching. Education is considered in this connection, therefore, as the selection, organization and application of the power of the individual in relation to knowledge on the one hand and its use on the other, as will most satisfactorily develop the individual for the good of the social whole. Class work is carried on by means of discussion, lectures, reference reading, the writing and criticism of typical plans of work, as well as through the direct study of conditions in kindergartens and elementary grades.

### **Manual Arts, Occupations and Household Activities. 92 Hours.**

Courses in Kindergarten occupations, woodwork, basketry, weaving, cardboard and paper construction, and use of nature materials to demonstrate their educational value and their relation to the growth of capacity in children.

In addition there will be laboratory experiments relating to sanitation and hygiene. A group of studies will be conducted in the industrial arts.

## **The Use of Our Nature Environment in Elementary Education. 40 Hours.**

An investigation and study which shall aim to determine the best ways of utilizing our nature environment in elementary school work. The study will include a consideration of: 1. Aims in elementary education; 2. The nature of children's interests in their environment; 3. How these interests are generated; 4. A study of the materials and phenomena common to our nature environment. This will include, (a) Plant Life, (b) Animal Life, (c) Rocks, Minerals and Soils, (d) Climate. What each may contribute to elementary school work; the relation that needs to be established between this material and the child to insure this contribution. The work will involve two aspects:

1. Regular class exercises, requiring observation, experiments, and expression, involving special studies of these materials.

2. A summary study which will aim to determine the relation of the facts, acquired in this class study, to elementary teaching, and the essential method of procedure in establishing these relations.

3. Art lessons applied to nature study.

## **Elementary School Curriculum. 24 Hours.**

This course will deal particularly with: (a) The principles underlying a course of study in social occupations in relation to ethical development and the acquisition of knowledge; (b) Discussions of



the methods of teaching History, Geography, Science, English, Mathematics, etc., in the light of a scientific theory of education.

Observation and cadet practice in the Francis W. Parker School and the School of Education are required.

### **Art. 72 Hours**

This includes instruction in modeling, color-work, free-hand perspective, blackboard drawing and principles of design with special relation to their application in the kindergarten. Methods of teaching young children and the practical value of graphic art to the child will be discussed. The mediums used are clay, brush and ink, charcoal, pencil, water-color and chalk.

### **Music. 72 Hours**

This course extends over a period of six months in both Junior and Senior years. The work includes the singing of simple songs in chorus and individually, the playing of simple piano numbers, the analysis of the songs and the elements of form and composition. Students will be given credit for previous work which is satisfactory. Those who have had no musical training *will be expected* to fulfill the requirements, making up their deficiencies when necessary by taking private lessons.

## **Literature. 60 Hours**

Examination into the sources and meaning of myths, fairy tales and fables. Study of literature suitable for children with classification and adaptation of stories, rhymes and poems. Practice in story-telling.

## **Physical Training. 94 Hours**

(Requirement: A physician's certificate of health).

This course embraces Games, Folk Dancing, Rhythmic Training, Hygiene, Physical and Respiratory exercises.

A study will be made of games suitable to the kindergarten, together with practice in playing them. Folk-dancing and rhythmic exercises will receive special attention. Physical exercises are given from the standpoint of health. The care of little children and the health of the teacher will be discussed by experts.

## **Observation and Practice Teaching.**

In the Regular Two Years' Course thirty-six weeks of practice in kindergartens or nurseries, or teaching in elementary schools, are required. In the Three Years' Course, when in the judgment of the Directors and the Supervisor more practice teaching is desirable, suitable arrangements will be made.



Opportunities are offered in public and private kindergartens and settlements in the city and suburbs, also in the School of Education, F. W. Parker School, Latin School, Nurseries, Convalescent Wards in Childrens' Hospitals and other prominent schools.

### **Supervisor's Conferences. 24 Hours**

Frequent conferences with the Supervisor and other members of the Faculty are required for complete co-operation, mutual understanding, and progress.

### **Kindergarten Directors' Conferences**

#### **Fortnightly Sessions.**

The Directors of Kindergartens co-operating with the Institute, meet for the discussion of educational problems involved in their daily work with children and assistant teachers.

Special lecture courses by experts are offered which present the vital problems of the day.

## **KINDERGARTEN**

A free Kindergarten in connection with the Training School was opened October 1st 1913. In addition to the opportunities provided by the regular kindergartens, the Gertrude House kindergarten has the peculiar advantage of being conducted in a residence, where the children may have the opportunity of sharing in the occupations of a home with children of their own age, under the guidance of trained and sympathetic teachers.

A limited number of children between the ages of three and six years will be received, (provided they have no connection with other kindergartens in the immediate neighborhood.) Location specially desirable.

Open October 1st 1914 to June 1st 1915.

Hours 9 to 11:30 a. m.

Director, Mrs. Gertrude Webster.

## LECTURES

The students have from time to time the privilege of attending both single lectures and courses by well known specialists on Kindergarten and other subjects.

As often as time will permit, studies will be made of the great musical masterpieces with special relation to the programs of the Chicago Symphony Orchestra, (founded by Theodore Thomas.)



# SCHOOL OF HOME MAKING

## One Year

The aim of the School of Home Making is to present a practical training in household activities sufficient to enable a young woman to undertake the care and management of a home with dignity, and with such efficiency as will not only guarantee its happiness, but also the health and comfort of all its members.

Moreover, a woman who has been well trained in home activities "ought to be a far more effective teacher, a more efficient manager or worker in the great variety of civic and social enterprises."

The laboratory for this course is at Gertrude House, 54 Scott Street (near North State and Division Streets). The House is equipped for the distinct purpose of giving young women an opportunity to study Home Making in a practical manner.

By the term Home Making is meant not only a working knowledge of marketing, cooking, hygiene, dietetics, cost of living, rearing children, home nursing, etc., but also "The Study of Right Living, the study of the importance, the utility, and the possible beauty of the common things of daily existence."

## **CURRICULUM OF THE SCHOOL OF HOME MAKING**

### **The Family:**

History; Psychology; Ethics; Problems; Relation to Civic Life.

### **The Child:**

Physical Care; Growth; Clothing and Food; Character Development; Surroundings; Art; Music; Stories; Games; Occupations; Mental and Moral Training.

### **Hygiene:**

Hygiene of the House; Child Hygiene; Hygiene of the Mother; Emergencies; Home Nursing.

### **Food:**

Marketing; Cooking; Food Values; Cost of Food; Care of Food; Serving; Servants; Dietetics.

### **Clothing:**

Selection; Cost; Care; Suitability; Beauty.

### **House:**

Location; Equipment; Organization; Decoration; Cost of Living; Accounts.

Opportunity will be afforded for observation of children, together with practical experiences with children in Gertrude House, as well as in nurseries, kindergartens, hospitals, playgrounds, etc.

### Calendar

Three terms, of ten weeks each, comprise the course of study, beginning in October and ending in June. Tuition, per year, \$100.

"To be housekeeper, to be homemaker, to take from each part of life its offerings of value and patiently weld them into a coherent whole,"—that is the faculty of woman—"to make a city a home, to elicit from discordant elements a harmonious total of warm, charming, noble, liveable life."



## GERTRUDE HOUSE

Was organized in 1894 by the Chicago Kindergarten Institute as a home for its students. Miss Caroline C. Cronise is House Director and Miss Gertrude H. Beggs Dean of Women. Its name is taken from the character of the teacher and mother in Pestalozzi's educational romance, "Leonard and Gertrude." The principles upon which it is based date back to the home life which Froebel established with his students at Keilhau, a life which contributed substantially to the success of this first training school. Interviews with Fraulein Annetta Schepel (who represented the Pestalozzi-Froebel Haus of Berlin during the World's Fair), together with a visit to the Pestalozzi-Froebel Haus itself, gave impetus to plans for establishing Gertrude House. The aim of both houses is to combine home training with kindergarten student-life.

The regular membership of the household is limited, and all members are expected to enter for the year unless special arrangements are made beforehand to the contrary. The dates of opening and closing the House are in accord with those of the Institute. See special circular.

Gertrude House is attractively established at 54 Scott street, one block west of the Lake Shore Drive and within view of Lake Michigan. The location, while convenient to all parts of the city, is in a retired neighborhood, five minutes' walk from Lincoln Park or the Newberry Reference Library, and twenty minutes' walk from the center of the city. The building consists of four stories, lighted on



four sides, with wide halls and easy staircases, large assembly room and studio, modern ventilation and fire escapes.

The house is always open to kindergartners who may wish to make it headquarters during visits to Chicago during the school-year.

One of its aims is to provide young women students with a refined and wholesome environment, and at the same time create a homelike atmosphere. Teachers and students live together as a family, which admits of acquaintance and fellowship, and gives the students opportunities for a certain measure of social life, from which, in a large city they are often debarred. The House, being strictly an educational institution, is nonsectarian. The surroundings of life are simple, and certain household duties are shared in common. These are changed every two weeks and occupy from twenty minutes to half an hour daily.

The members participate in periodical house-meetings, where ideals of home-making and daily living are discussed.

These ideals form the basis of the regulations made by the House Director, Dean, and the Student Government body. These are such as contribute to the welfare and interest of all members of the household. The students are allowed such freedom as they can consistently and wisely use. Any abuse of this liberty will result in the withdrawal of the privileges; and no member can be retained whose spirit is not in accord with that of the family.

## Quotations from Graduates

"Constant opportunity is offered for personal contact of student with student, and with teachers."

"The home life I believe equals in value the school life."

"The practical working ideals in Gertrude House itself have meant vital help in establishing a sense of proportion in measuring life values, a liberality and charity in judging—seeking to find what is worth while in another standpoint. The artistic ideal, which pervades everything in the Institute sets the standard that anything done is worth a beautiful effort, and results in a refining process in the student's life."

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The Faculty hope that students will be able to take advantage of the many opportunities Chicago offers in its libraries, museums, concerts, theaters, operas, etc. Students will be allowed to receive visitors and go to entertainments on Saturdays and such Friday evenings as do not conflict with the house-meetings. Parents or guardians of each member of Gertrude House are requested to send a letter to the Dean stating their wishes in regard to the escorts whom the student may be allowed to accept. Students' parties to theaters or other evening entertainments must be under proper chaperonage, the chaperon's ticket to be shared by the party when going to an entertainment requiring an admission fee.

The regular living expenses (no laundry included) are based on the lowest actual estimates for the

school year, and are paid in three installments: September 23rd, December 1st and March 1st. Prices of rooms vary according to size of rooms and number of occupants, as follows (**not including tuition**):

**Rooms accommodating 2 students, single beds, per person for the school year**  
.....\$350, \$375, \$425, \$450, \$500 and \$550

**Rooms accommodating 3 students, single beds, per person for the school year**  
.....\$375 and \$400

**Single Rooms, \$400, \$550 and \$600**

These prices include twenty-one meals per week, in addition to which residents have the privilege of inviting guests to tea Sunday evening free of charge.

Students who remain during the Christmas and Spring holidays will be charged 50 cents a day or \$3.50 a week in addition to the regular yearly rate.

The rate is \$1.50 per day for those students who for practice teaching, etc., enter before the opening of the Institute or remain after the date of closing.

Reduction from the yearly rate is made only for prolonged absence due to sickness.

All members, **unless otherwise specified**, are expected to enter for the school year. No money refunded after payment.

For further particulars send for Gertrude House circular. For Tuition rates see page 17.

Gertrude House is open daily, the Summer months included, to students who wish to see available rooms. Scott Street is reached by taking the electric car marked State-Division to the corner of Division and North State Streets. Scott Street is a half block north of Division Street.

Mail should be addressed and checks made payable to

CHICAGO KINDERGARTEN INSTITUTE,  
54 Scott Street, Chicago



ONE END OF DINING ROOM

## GENERAL NOTICES

The Institute will be open to classes at 3 p. m. Wednesday, September 23rd, 1914. All students are expected to register at this time. The office, class-rooms and students' residence are at Gertrude House, 54 Scott Street.

Students who have studied with post-graduates of the Institute may enter to complete their training. Credit will be given for all previous acceptable work.

Students of less than two years' training elsewhere are admitted to the Institute upon presentation of proper credentials and after passing satisfactorily an examination. Credit will be given for all previous work which is acceptable.

College education, travel, musical or artistic training are valuable assets to the kindergartner.

The Institute because of its high grade of training has always been successful in assisting its graduates to desirable positions, in fact, the demand has exceeded the supply. It is to be understood, however, that positions are not guaranteed.

Institute Diplomas are honored by Boards of Education in Illinois, New York, California, Michigan, Indiana and other States.

Classes meet four afternoons every week during the school year, and four mornings a week when students are not practising in the morning kindergartens.

Students will be required to make up all recitations or class requirements lost through absence, either by taking private lessons from tutors selected



by the Institute, or by doing a certain amount of extra prescribed work, with written abstracts.

Extra charges will be made for private tutoring. Practice teaching required, thirty-six weeks. All absences from the above amount must be made up during vacations or at the close of the school year

All students are required to be present at exercises on "Class Days." Absence from the same deduct seriously from class records. Attendance is expected at all classes and at kindergartens for required practice on closing days and opening days before and after school vacations. Students entering late must be responsible for making up the work they have missed.

### PREPARATORY READING

The following list of books is given in the order preferred for selection as preparatory reading:

LECTURES TO KINDERGARTNERS.

Elizabeth P. Peabody.

EDUCATIONAL IDEALS. Monroe.

CHILDREN'S RIGHTS. Kate Douglas Wiggin.

EDUCATIONAL LAWS. James L. Hughes.

STUDY OF CHILD NATURE. Elizabeth Harrison.

SONG OF LIFE. Margaret Morley.

CHILDREN, THEIR MORALS AND CRITICS.

Mrs. Aldrich.

PESTALOZZI, HIS LIFE AND HIS WORK.

De Guimp.

STORY OF THE MIND. Baldwin.

TWO PATHS IN ART. Ruskin.

FROEBEL'S AUTOBIOGRAPHY. Michaelis and Moore.

CHILDREN'S WAYS. Sully.

KINDERGARTEN AND CHILD CULTURE.

Dr. Barnard.

THE CHILDREN OF THE FUTURE. Nora A. Smith.

LOVE AND LAW IN CHILD NATURE. Emilie Poulsson.



## THE FELLOWSHIP CLUB

Is an organization of the alumnae and students of the Chicago Kindergarten Institute, its purpose being to keep the alumnae and undergraduate students in touch with the work as well as with each other. The Fellowship Club is governed by a board consisting of representatives from each of the classes, one member from the faculty, and one from among the graduate students. The Club issues a semi-annual paper for the Alumnae, and is a branch of the International Kindergarten Union.

## STUDENT GOVERNMENT

The Student Government Association was organized in 1908, the faculty and students desiring to establish individual and community responsibility in the life and conduct of Gertrude House and the Institute. The general purpose of the organization is to preserve a high standard of womanhood and to promote a spirit of co-operation with the Faculty and to give training in self-government. Authority is vested in an executive board consisting of representatives from all the classes. All non-official members of the training school and all non-official residents of Gertrude House are members of the Student Government Association and therefore subject to its constitution.

# CALENDAR

1914-1915

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Organization of Classes	3:00 p. m. Wednesday	Sept. 23, 1914
Thanksgiving Holidays	4:30 p. m. Wednesday	Nov. 25, 1914
	8:30 a. m. Monday	Nov. 30, 1914
Christmas Holidays	3:30 p. m. Tuesday	Dec. 22, 1914
	8:30 a. m. Tuesday	Jan. 5, 1915
Easter Holidays and Spring Vacation	4:30 p. m. Thursday	Apr. 1, 1915
	8:30 a. m. Monday	Apr. 12, 1915
School Closes	5:00 p. m. Friday	June 4, 1915

## CLASS DAYS

Opening Day	3:00 p. m. Wednesday	Sept. 23, 1914
Thanksgiving Exercises	4:30 p. m. Wednesday	Nov. 25, 1914
Christmas Exercises	2:00 p. m. Tuesday	Dec. 22, 1914
New Year Exercises	2:00 p. m. Tuesday	Jan. 5, 1915
Easter Exercises	2:30 p. m. Thursday	April 1, 1915
Annual Exercises	To be announced	
Class Day	To be announced	
Closing Day	Friday June 4, 1915.	

# CALENDAR.

1914	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	1914	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	1914	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Jan.	...	...	...	...	1	2	3	May	...	...	...	...	...	1	2	Sept.	...	...	...	...	...	...	...
	4	5	6	7	8	9	10		3	4	5	6	7	8	9		6	7	8	9	10	11	12
	11	12	13	14	15	16	17		10	11	12	13	14	15	16		13	14	15	16	17	18	19
	18	19	20	21	22	23	24		17	18	19	20	21	22	23		20	21	22	23	24	25	26
	25	26	27	28	29	30	31		24	25	26	27	28	29	30		27	28	29	30	...	...	...
	31	...	...	...	...	...	...		31	...	...	...	...	...	...		...	...	...	...	...	...	...
Feb.	1	2	3	4	5	6	7	June	...	...	...	...	...	...	...	Oct.	...	...	...	...	...	...	...
	8	9	10	11	12	13	14		...	1	2	3	4	5	6		4	5	6	7	8	9	10
	15	16	17	18	19	20	21		7	8	9	10	11	12	13		11	12	13	14	15	16	17
	22	23	24	25	26	27	28		14	15	16	17	18	19	20		18	19	20	21	22	23	24
	...	...	...	...	...	...	...		21	22	23	24	25	26	27		25	26	27	28	29	30	31
Mar.	1	2	3	4	5	6	7	July	...	...	...	...	...	...	...	Nov.	...	...	...	...	...	...	...
	8	9	10	11	12	13	14		...	...	...	...	...	...	...		1	2	3	4	5	6	7
	15	16	17	18	19	20	21		5	6	7	8	9	10	11		8	9	10	11	12	13	14
	22	23	24	25	26	27	28		12	13	14	15	16	17	18		15	16	17	18	19	20	21
	29	30	31	...	...	...	...		19	20	21	22	23	24	25		22	23	24	25	26	27	28
April	...	...	...	...	...	...	...	Aug.	...	...	...	...	...	...	...	Dec.	...	...	...	...	...	...	...
	...	...	...	...	...	...	...		...	...	...	...	...	...	...		...	...	...	...	...	...	...
	5	6	7	8	9	10	11		2	3	4	5	6	7	8		6	7	8	9	10	11	12
	12	13	14	15	16	17	18		9	10	11	12	13	14	15		13	14	15	16	17	18	19
	19	20	21	22	23	24	25		16	17	18	19	20	21	22		20	21	22	23	24	25	26
	26	27	28	29	30	...	...		23	24	25	26	27	28	29		27	28	29	30	31	...	...
	...	...	...	...	...	...	...		30	31	...	...	...	...	...		...	...	...	...	...	...	...

# CALENDAR.

1915	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	1915	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	1915	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Jan.	...	...	...	...	...	1	2	May	...	...	...	...	...	...	...	Sept.	...	...	...	...	...	...	...
	3	4	5	6	7	8	9		2	3	4	5	6	7	8		5	6	7	8	9	10	11
	10	11	12	13	14	15	16		9	10	11	12	13	14	15		12	13	14	15	16	17	18
	17	18	19	20	21	22	23		16	17	18	19	20	21	22		19	20	21	22	23	24	25
	24	25	26	27	28	29	30		23	24	25	26	27	28	29		26	27	28	29	30	...	...
	31	...	...	...	...	...	...		30	31	...	...	...	...	...		...	...	...	...	...	...	...
Feb.	1	2	3	4	5	6	7	June	...	...	...	...	...	...	...	Oct.	...	...	...	...	...	...	...
	8	9	10	11	12	13	14		...	...	...	...	...	...	...		3	4	5	6	7	8	9
	15	16	17	18	19	20	21		6	7	8	9	10	11	12		10	11	12	13	14	15	16
	22	23	24	25	26	27	28		13	14	15	16	17	18	19		17	18	19	20	21	22	23
	...	...	...	...	...	...	...		20	21	22	23	24	25	26		24	25	26	27	28	29	30
Mar.	1	2	3	4	5	6	7	July	...	...	...	...	...	...	...	Nov.	...	...	...	...	...	...	...
	8	9	10	11	12	13	14		...	...	...	...	...	...	...		1	2	3	4	5	6	7
	15	16	17	18	19	20	21		4	5	6	7	8	9	10		7	8	9	10	11	12	13
	22	23	24	25	26	27	28		11	12	13	14	15	16	17		14	15	16	17	18	19	20
	29	30	31	...	...	...	...		18	19	20	21	22	23	24		21	22	23	24	25	26	27
April	...	...	...	...	...	...	...	Aug.	...	...	...	...	...	...	...	Dec.	...	...	...	...	...	...	...
	...	...	...	...	...	...	...		...	...	...	...	...	...	...		...	...	...	...	...	...	...
	4	5	6	7	8	9	10		1	2	3	4	5	6	7		5	6	7	8	9	10	11
	11	12	13	14	15	16	17		8	9	10	11	12	13	14		12	13	14	15	16	17	18
	18	19	20	21	22	23	24		15	16	17	18	19	20	21		19	20	21	22	23	24	25
	25	26	27	28	29	30	...		22	23	24	25	26	27	28		26	27	28	29	30	31	...
	...	...	...	...	...	...	...		29	30	31	...	...	...	...		...	...	...	...	...	...	...









1915/16

# CHICAGO KINDERGARTEN INSTITUTE

JAN

JAN

FEB

1915  
1916



# CHICAGO KINDERGARTEN INSTITUTE

1915-1916

## DIRECTOR

Mrs. Mary Boomer Page

## ASSOCIATE DIRECTORS

Miss Anne Elizabeth Allen

Miss Mary Lincoln Morse

Miss J. Janet Hoffman

## ADVISORY DIRECTORS

Mrs. Ethel Roe Lindgren

Miss Caroline C. Cronise

## GERTRUDE HOUSE

Class Rooms and Students' Residence

54 Scott Street

CHICAGO



### GERTRUDE HOUSE

Near the Lake Front, North Side, Chicago  
Class Rooms and Students' Residence

## A CONTINUATION OF YOUR OWN HOME LIFE.

For the most part young women come to Gertrude House and the Institute direct from the happy, sheltered home life of which they have always been a part and their coming is an event which may seem to call for a readjustment of the entire social life of the student.

Because the Kindergarten training is so closely allied with the home, such an adjustment is unnecessary for when you come to Gertrude House it is like entering upon a continuation of the family life at home plus the pleasures and inspiration offered by new friends; the coming in contact with women who are constantly developing themselves and others gives a basis for greater happiness in the home and the wonderful opportunity for development afforded by the actual work of the school.

In this new relationship the students find that all of the pleasures which they may imagine are left behind are always present, they take on a new meaning, a deeper significance, and afford a basis for even a greater happiness for they are supplemented by a growing knowledge of their true meaning and interpretation.

## HISTORICAL

Gertrude House, its development and management, is the result of a well defined policy and plan which took permanent form during the summer of the Chicago World's Fair, as a result of interviews

with Fraulein Annetta Schepel (who represented the Pestalozzi-Froebel Haus in Berlin at the Fair). Later a visit to the Pestalozzi-Froebel Haus itself gave impetus to the plan and in 1894 Gertrude House was established as a residence for the students of the Institute. Its name is taken from the character of the teacher and mother in Pestalozzi's educational romance, "Leonard and Gertrude." Its principles are a frank adaptation of those established by Froebel with his students at Keilhau in the home life which contributed so largely to the success of his first training school. "Many gather the divine impulse from another's spirit," and it is hoped that teachers and students, living together as a family in Gertrude House, may derive inspiration from the opportunities for fellowship and social life presented here.

Thus it will be seen that the Institute offers to the student a home life which lacks nothing in comparison to the home she is leaving excepting the beautiful companionship of her own people.

## **THOSE WHO GUIDE THE THOUGHT AND TEACHINGS OF THE INSTITUTE**

Each individual instructor in the list that follows has come to the school to fill a well defined need for the knowledge which he or she has to give. The Institute has been placed in a position where it had to make the first overtures to those who would best fill the existing need and has not added any portion of the present course of study until the recognized leader in each became a part of the faculty.



## INSTRUCTORS

### MRS. MARY BOOMER PAGE

Froebel's Philosophy of Education.  
Principles of Education and Methods in Relation to the  
Kindergarten (second year).  
Kindergarten Curriculum.  
Psychology of Plays and Games.

### MISS CAROLINE C. CRONISE

Froebel's Philosophy of Education (second year).

### MISS ANNE ELIZABETH ALLEN, Supervisor of Kindergar- tens

Games.  
Rhythm.  
Supervisor's Conferences.

### MISS MARY LINCOLN MORSE

Literature: Stories.  
Principles of Education (first year).  
Froebel's Play Materials (first year).  
History of Education (Preparatory).

### MISS J. JANET HOFFMAN

Games (first year).  
Kindergarten Occupations.  
Woodwork.  
Home Activities.  
Laboratory Tests.

### MISS MARY B. FOX (University of Utah).

Ethics (first year).  
Froebellian Literature (second year).

### PROF. J. A. CLEMENT (Northwestern University).

History of Education.

### MISS LOUISE ST. JOHN WESTERVELT (Columbia School Music)

Music.

### MRS. MABEL KELLOGG RICH

Art.

### PROF. JAMES R. ANGELL, A. M., (Univ. of Chicago) and Assistants

Psychology.

with Fraulein Annetta Schepel (who represented the Pestalozzi-Froebel Haus in Berlin at the Fair). Later a visit to the Pestalozzi-Froebel Haus itself gave impetus to the plan and in 1894 Gertrude House was established as a residence for the students of the Institute. Its name is taken from the character of the teacher and mother in Pestalozzi's educational romance, "Leonard and Gertrude." Its principles are a frank adaptation of those established by Froebel with his students at Keilhau in the home life which contributed so largely to the success of his first training school. "Many gather the divine impulse from another's spirit," and it is hoped that teachers and students, living together as a family in Gertrude House, may derive inspiration from the opportunities for fellowship and social life presented here.

Thus it will be seen that the Institute offers to the student a home life which lacks nothing in comparison to the home she is leaving excepting the beautiful companionship of her own people.

## **THOSE WHO GUIDE THE THOUGHT AND TEACHINGS OF THE INSTITUTE**

Each individual instructor in the list that follows has come to the school to fill a well defined need for the knowledge which he or she has to give. The Institute has been placed in a position where it had to make the first overtures to those who would best fill the existing need and has not added any portion of the present course of study until the recognized leader in each became a part of the faculty.

## INSTRUCTORS

### MRS. MARY BOOMER PAGE

Froebel's Philosophy of Education.  
Principles of Education and Methods in Relation to the  
Kindergarten (second year).  
Kindergarten Curriculum.  
Psychology of Plays and Games.

### MISS CAROLINE C. CRONISE

Froebel's Philosophy of Education (second year).

### MISS ANNE ELIZABETH ALLEN, Supervisor of Kindergar- tens

Games.  
Rhythm.  
Supervisor's Conferences.

### MISS MARY LINCOLN MORSE

Literature: Stories.  
Principles of Education (first year).  
Froebel's Play Materials (first year).  
History of Education (Preparatory).

### MISS J. JANET HOFFMAN

Games (first year).  
Kindergarten Occupations.  
Woodwork.  
Home Activities.  
Laboratory Tests.

### MISS MARY B. FOX (University of Utah).

Ethics (first year).  
Froebellian Literature (second year).

### PROF. J. A. CLEMENT (Northwestern University).

History of Education.

### MISS LOUISE ST. JOHN WESTERVELT (Columbia School Music)

Music.

### MRS. MABEL KELLOGG RICH

Art.

## INSTRUCTORS—Continued

**DR. H. S. PEPOON** (Botany Department, Lake View High School; Lecturer, Academy of Natural Science)  
Natural Science.

**MISS ELSIE A. WYGANT** (College of Education, University of Chicago)  
Elementary School Curriculum.

**MISS ELIZABETH JENKINS**  
Montessori Methods.

**DR. CAROLINE HEDGER**  
Physical Health of Children.  
School Hygiene.

**MISS ELIZABETH ROSS SHAW** (Specialist, Mental Measurement)  
Brain Structure and Nerve Hygiene.

**MISS MARY WOOD HINMAN**  
Folk Dancing.

**IN ADDITION TO THE REGULAR INSTRUCTORS YOU  
WILL HEAR THE BEST LECTURERS AVAILABLE**

In addition to the following list of nationally-known authorities on subjects of vital interest to the Institute we can assure you of an opportunity of hearing nearly a score of leaders in the educational field.

**MR. C. W. DOUGLAS** (Canon of Fond du Lac Cathedral)  
History of Music.

**ARTHUR ATWELL SMALL, M. D., Chicago**

**PHILIP SCHUYLER DOANE, M. D., Chicago**

**MRS. MARGARET J. STANNARD** (Garland School of Home Making, Boston)

**MISS MARY E. McDOWELL** (University of Chicago Settlement)

**MISS FLORA C. COOKE** (Principal F. W. Parker School)  
Specialists in Art, Social, Civic and Child Welfare Topics.

## HERE YOU WILL LEARN HOW TO BE A SUCCESSFUL KINDERGARTEN TEACHER.

### Training—Earning.

They begin differently, but they both end the same—both end in success and the successful ending of the first opens opportunities to the ambitious young woman which insure independence and win luxury as a result of increased earning capacity.

The stores and offices of every city and town are filled with untrained girls and women. In a measure this is due to necessity demanding that earning begin at once with no time for training, but a large percentage of young women are filling these poorly paid positions because "they can do nothing else."

The richest girl in America cannot afford to be untrained, for fortunes are lost over night and the necessity for earning a living has confronted many a young woman after a score or more years spent in the happy enjoyment of riches.

In selecting her vocation a young woman must consider, as her brothers must do, the probable demand for the work she fancies, its remuneration, its healthfulness, its effect on the character, the social opportunities it offers, and the chance it will give her to work out her ideals and serve her generation worthily. But she has another consideration which her brother does not have to meet. If she marries, her work is very likely to be interrupted and she must take up the activities that gather around a home. She must, then, in selecting a career, give the preference to such work as will meet the first conditions and not unfit her for the career of wife and mother.

Isn't it better to train yourself to enjoy each day's work than to "just drag through the day?"



In addition to the able body of lecturers and teachers of the Chicago Kindergarten Institute, the high standard of its scholarship, and the wide scope of its work, social and educational (including as it does, experience in Settlements, Play Grounds, Schools, public and private), make it unique among training schools. Its practice work is conducted in the public schools, in private and settlement kindergartens of Chicago, nurseries, the Children's Memorial Hospital and in the elementary grades of the best schools of the city. These different conditions give a great variety of experience.

## **THE LOCATION OF THE INSTITUTE IS IDEAL FOR HEALTHFUL RECREATION.**

The Chicago Kindergarten Institute is located in one of the finest residence districts of Chicago, within one block of the famously beautiful Lake Shore Drive and the shores of Lake Michigan, yet there is excellent street car service to the loop district, or business center of Chicago. The cars that pass within two blocks of the Institute carry the student without change to all the State street department stores, the Art Institute, Public Library and hundreds of the principal buildings and stores, as well as theatres and halls.

Chicago offers the student-teacher the best opportunity for an all-round development that can be found anywhere. From fall to spring there will be found the best in Art, Literature and Music, all available to the student in the form of lectures, lyceum courses and general entertainment.

Parties properly chaperoned are arranged for any of these worth-while features, and a broader education can be secured than is offered in cities which can not, because of their size, offer such advantages.



Think what it would mean to earn from fifty to one hundred dollars per month doing the things you like best, following your own inclinations—the feelings which are born in every normal young woman.

## **NO MATTER WHERE YOU LIVE YOU CAN SEE THE GROWTH OF THE KINDERGARTEN.**

There are few towns so small that they do not support a well-organized kindergarten, either as a part of the public school system or as a private enterprise, and there are few communities that do not offer opportunities for the trained kindergarten teacher in public and private schools.

Wherever there are children, there is always an opportunity for the kindergarten teacher and her work. The hours are short and you have two days each week for recreation, three months summer vacation, and in addition your social position is of the highest for your vocation is of the highest class.

But beyond all this, the kindergarten, unlike other forms of commercial and professional work which are open to women, fosters and develops all the tastes and interests that go to the making of an effective and happy home. There are no finer homes in America than those presided over by women who have taught for a time in kindergartens.

## **CHICAGO—THE IDEAL CITY IN WHICH TO SECURE YOUR TRAINING.**

Actual student-teaching is essential to the training of any young woman for kindergarten work, and

Chicago offers every opportunity for the development of every phase of the ability acquired in the Institute class room.

- I. Instruction in Principles of Education; Philosophy and History of Education; Froebellian Literature; Science; Gifts and Occupations; Psychology; Elementary Curriculum; Art, Music; Industrial Handwork; and other allied branches.
- II. Practical application of the above to little children through daily practice in the morning kindergartens, elementary grades, nurseries, etc.
- III. Supplementary Course for kindergartners or teachers who desire to supplement previous study.
- IV. Home-Making Course for young women not intending to become teachers, but desiring to prepare to meet the demands of a home intelligently.
- V. Kindergarten Directors' Conferences on educational problems.

## COURSES OF STUDY

Kindergarten and Elementary Course, three years.

Minimum Kindergarten Course, two years.

Home Making Course, one year.

These courses prepare the student for professional work in Kindergarten and Elementary grades, and for the profession of Home Making.

## ENTRANCE REQUIREMENTS

The applicant should be eighteen years of age and possess sufficient maturity to undertake the training. She should also possess general culture, fine character, and a sympathetic interest in children.

An accredited high school course (equal to the standard of the Chicago high schools) or its equivalent, is essential. A physician's certificate of health must be presented upon entrance.

Those who wish to enter the Institute are requested to send for application blanks, which must be filled out carefully and returned with a credential letter. When possible, a personal interview is requested.

All students are accepted with the understanding that the first two months constitute a period of probation, and that only such students will be retained as candidates for the Diploma of the school as give evidence of ability to appreciate and fulfill their responsibilities.

Student teaching is required according to the needs of the individual. See page 16.

Credits and recognition will be given for all work satisfactorily completed.

For Credit Requirements see page 15.

# A COMPLETE COURSE AT THE CHICAGO KINDERGARTEN INSTITUTE

Gives You Positions Without Further Examination

## State Recognition.

State Recognition—Three Years' Course for Kindergarten and Elementary Teaching.

The Chicago Kindergarten Institute is accredited by the Examining Board of the State of Illinois. All graduates holding the Three Year Diploma for Kindergarten and Elementary teaching are thereby eligible without further examination for all Public School positions in kindergarten and first and second grades throughout the state.

Upon the satisfactory completion of the Two Years' Course a special diploma will be given to such students as have graduated from a four year high school course.

To students who are admitted without having graduated from a four years' high school course a certificate will be given upon the satisfactory completion of the two years' course in the Institute.

Applicants who have studied with graduates of the Institute may enter to complete their training and credit will be given for all previous acceptable work.

Students of less than two years' training elsewhere are admitted to the Institute upon presentation of proper credentials and after passing an examination. Credit will be given for all previous work which is acceptable.

An exchange of credits has also been arranged between the Northwestern University and the Chicago Kindergarten Institute. Correspondence is solicited.

Institute Diplomas are honored by Boards of Education in Illinois, New York, California, Michigan, Indiana, and other States.

## **WE WILL HELP YOU SECURE THE POSITION FOR WHICH TRAINING HAS FITTED YOU**

The Institute, because of its high grade of training, has always been successful in assisting its graduates to desirable positions, in fact, the demand has exceeded the supply. It is to be understood, however, that positions are not guaranteed.

College education, travel, musical or artistic training are valuable assets to the kindergartner.

### **CURRICULUM**

#### **General Education**

- \*Principles of Education.
- \*History of Education.
- \*Philosophy of Education.
- Educational Sociology.
- \*Psychology and Child Study.
- Ethics.

#### **Related Professional Subjects**

- \*Natural Science in Relation to Education.
- Music.
- Art.
- Child and School Hygiene.
- Physical Training.
- Elementary Curriculum.
- Literature.

#### **Kindergarten Education**

- \*Principles and Methods of Education applied to the Kindergarten.
- Play Materials.
- Manual Arts and Home Activities.
- \*Kindergarten Curriculum.
- Froebellian Literature.
- Montessori Methods.
- Observation and Student-Teaching.

\*Students who complete this course satisfactorily and who desire to receive credits, with a view to University work at the University of Chicago, may do so by con-



forming to the rules which govern unclassified students, viz., by obtaining the endorsement of a special examiner at the University and by the payment of the matriculation fee, \$5.00. (This is paid but once and entitles the student to continue work at the University at any time.) It also gives the general advantages of University membership, the use of libraries, certain lecture courses, public exercises, etc.

### **Kindergarten and Elementary Course, Three Years**

Educators now recognize the need for better preparation of teachers for Kindergarten and Elementary Grades. This demand can be met only by educating women to a higher and better type of womanhood.

A broad education must therefore be presented which will, first, be cultural in value, humanizing and developing in appreciation of the best standards of life; and, second, the plan offered for this course must provide opportunities for larger professional study and experience in teaching, which will deepen and enrich the lives of the students and greatly increase their efficiency. For Curriculum see page 16.

### **Minimum Kindergarten Course, Two Years**

The plan offered requires two years of 36 weeks each. This course meets the minimum qualifications of the present standard of professional training. The aim is to maintain the quality of work in accord with such ideals of education as will develop the most satisfactory teachers. For Curriculum of this course see pages 18-19.

### **School of Home Making, One Year**

The aim of the School of Home Making is to present a practical training in household activities sufficient to enable a young woman to undertake the care and management of a home with dignity, and with such efficiency as will not only guarantee its happiness, but also the health and comfort of all its members.



By the term Home Making is meant not only a working knowledge of marketing, cooking, hygiene, dietetics, cost of living, rearing of children, home nursing; a woman who has been well trained in home activities "ought to be a far more effective teacher, a more efficient manager or worker in the great variety of civic and social enterprises." Woman's work is not only that of practical efficiency but also "The Study of Right Living, the study of the importance, the utility, and the possible beauty of the common things of daily existence." For Curriculum see page 29.

### **Supplementary Course, One Year.**

Students who have had previous training, or partial training, and who wish to supplement such work, may enter this course at any time of the year. Particular care will be taken to place these students in such classes as seem most desirable. As many as forty different training schools have been represented in this course in the past.

### **Credits**

The following credits are required for graduation from the Institute:

Kindergarten and Elementary Course, 3 years . . .	30 credits
Minimum Kindergarten Course, 2 years . . . . .	21 credits
Home Making Course, 1 year . . . . .	Special credits

A credit means seventy-two periods of recitation or prepared work. Each period equals fifty minutes.

A half-credit means thirty-six periods of prepared work.

## KINDERGARTEN AND ELEMENTARY COURSE

Three years (two terms each) 30 credits

### First Year

Study of racial development and the history of the family; ethics and its place in education; study of modern homes in contrast to homes of former periods; the present-day adult interests—moral, mental, æsthetic and practical. Care of and play with small groups of children, as a basis for special observational development and to establish resourcefulness. Natural Science; Elementary Economics (household and social); Physiology and Hygiene; Principles governing life and their use in educational procedure; Music; Art; Social Welfare; Home Activities; Play Interests and Materials (to develop resource and to arouse spirit of inquiry); Games.

Visit and assist in nurseries, hospitals and kindergartens.  
Conferences with Faculty for educational guidance.

## KINDERGARTEN AND ELEMENTARY COURSE

Three years (two terms each) 30 credits

### Second Year

Principles of Education; Psychology and Child Study; Froebel's Mother play; Observation and Student Teaching; Children's Play Interests, Nature-interests, Story-interests; Manual Arts, Play-materials, Music, Games and Rhythmic Dancing (to add training and deeper insight).

History of Education; Sanitation and Hygiene; Natural Science, Introductory Course in the Curriculum; Physical Training.

Student-teaching in kindergartens, elementary grades and hospitals. Visit schools, museums, etc.

Conferences with Directors and Supervisor.

Leadership in training-school games, Student Government, etc.

## KINDERGARTEN AND ELEMENTARY COURSE

Three years (two terms each) 30 credits

### Third Year

Psychology and Child-study; Study of Mental-Measurements and Mental Endowment; Elementary Curriculum; Kindergarten Curriculum; Educational Materials; Dramatic Arts for adult and child; Constructive Arts for adult and child; Literary Arts; Fine Arts; Music; Principles and Methods of Education; Natural Science; Biology; Physical Training; Educational Sociology; Conservation of Childhood; Health; Sanitation and Hygiene; Social Welfare; Eugenics; Philosophy of Education of Froebel compared with modern Educators.

Kindergarten and Elementary grade teaching.

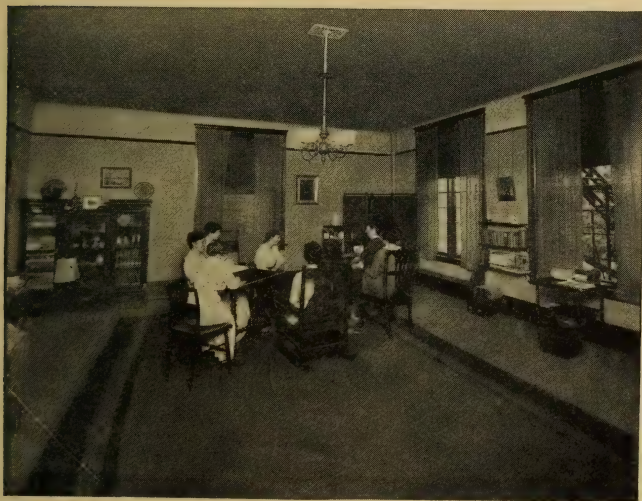
Laboratory demonstration (household economics).

Class Conferences.

Faculty Conferences.

Festival (in charge of class).

To develop initiative—critical as to values and methods.



FACULTY ROOM

# MINIMUM KINDERGARTEN COURSE

## Two Years

First Year, Two Terms, 18 Weeks each, Ten Credits

### General Education

	Periods
Principles of Education .....	36
Psychology and Child Study.....	72
Ethics .....	36
General Lectures .....	18

### Related Professional Subjects

Natural Science .....	36
Art .....	48
Music .....	36
Child and School Hygiene.....	72
Physical Training (Rhythm, Folk Dancing, etc.) .....	72
Literature .....	36

### Kindergarten Education

Principles and Methods applied to Kindergar- ten .....	24
Play Materials .....	54
Kindergarten Curriculum .....	12
Manual Arts and Home Activities.....	54
Froebelian and other Literature.. ..	36
Games in the Kindergarten.....	36
Supervisor's Conferences .....	18
Observation and Student-Teaching.....	180

# Minimum Kindergarten Course—Continued

Second Year, Two Terms, 18 Weeks each, 11 Credits

## General Education

	Periods
History of Education .....	48
Educational Sociology .....	24
Psychology .....	36
General Lectures .....	18

## Related Professional Subjects

Natural Science .....	36
Art .....	24
Music .....	36
Child and School Hygiene	
Laboratory Experiments .....	36
Physical Training .....	36
Literature .....	72
Elementary Curriculum .....	36

## Kindergarten Education

Principles and Methods applied to Kindergarten .....	24
Play Materials .....	54
Kindergarten Curriculum .....	36
Montessori Methods .....	
Manual Arts .....	36
Wood Work .....	18
Froebelian and other Literature .....	36
Games in the Kindergarten .....	12
Supervisor's Conferences .....	18
Observation and Student-Teaching .....	180



## TUITION

**Tuition Is Payable semi-annually, Sept. 21 and Feb. 1.**

Three-Year Course	{ First two years, each year.....	\$120
	{ Third year.....	80
Minimum Kindergarten Course (two years), each year .....		120
Supplementary Course (one year).....		120
Non-Professional or Home Making Course...		100

Arrangements may be made for less than six months at the rate of \$20 a month or pro rata for single studies.

Books and materials for regular Kindergarten handwork used in any of the courses will be furnished at cost. Use of Piano is extra.

Graduation expenses, five dollars per student.

No Tuition will be refunded after opening of term.

**Checks should be made payable to the Chicago Kindergarten Institute.**

**Registrar, MISS MARGARET RAHFIELD**

Registration day, Sept. 21, 1915. Hours 1 to 3 p. m.

Students will be required to meet the Financial Secretary at this time.

**Tuition is Payable semi-annually, Sept. 21 and Feb. 1.**

**Financial Secretary, MISS LAURA WELCH.**

**Auditor, MR. EDWARD B. DAVIDSON.**



# **SUMMARY OF SUBJECTS OFFERED IN MINIMUM KINDERGARTEN COURSE OF TWO YEARS**

## **History of Education**

**48 Periods**

In this work an attempt is made to examine the great periods in human history with a view to determining their informing ideas and ideals, and the means people used, consciously or unconsciously, to perpetuate their ideals in their children. To give the feeling of the periods studied, extracts are presented from original writings. On these materials the students are required to pass individual judgments, and then, through discussions, they are led to larger comparisons and generalizations. Educational reformers and theories are studied in their relation to the life out of which they have developed.

## **Educational Sociology**

**24 Periods**

In this work a study is made of formal education, considered as a factor in the whole group of social activities. The support, supervision, and limits of school work are studied. In addition to this, a study is made of the groups of activity that form opinion and determine conduct, family life, society, political activity, work and recreation. Churches and the press are examined as educational agencies.

## **Psychology**

**72 Periods**

This course affords an introduction to the basal facts and principles of modern psychology. The work will be conducted by means of lectures, textbook readings and recitations. After the more rudimentary materials have been mastered, attention

will be directed to the practical bearings of Psychology upon the work of teaching. Students will be encouraged to make systematic observations upon the mental and physical characteristics of children. The text employed will be Angell's Psychology.

## **Child Study**

**36 Periods**

Observation and student-teaching will be the basis of the course in Child Study. The study of Froebel's Mother Play Book will be closely related to this course through observation and interpretation. Special lines of psychological investigation will show how principles of mental development underlie both child and adult thinking.

## **Brain Structure and Nerve Hygiene.**

The course aims to give chiefly such facts as are especially useful to teachers of young children. The increasing complexity of structure which accompanies increasing intelligence in animals and in man at different ages will be shown by charts, models and specimens. Practical means of increasing brain efficiency and decreasing nerve strain will be demonstrated.

## **Principles of Education**

**36 Periods**

A brief course centering about such educational principles as are necessary for an insight into present day aims and means of education. In addition the course includes a careful study of the various phases and stages of development shown through the periods of infancy and childhood. Reference: The Educative Process, Bagley; Education, Thorndike; Principles of Education, Bolton; Talks to Teachers, James; Mental Development, Dewey.

## **Ethics**

**36 Periods**

A brief outline of some of the most important principles of ethical doctrine will be presented: Character and Conduct, Moral Judgment; Institutions, Customs, Duties, Virtues and Standards will be discussed. Text-books, Mackenzie's Manual of Ethics, Dewey & Tufts' Ethics.

## **Natural Science in Relation to Education 72 Periods**

An investigation and study which shall aim to determine the best ways of utilizing our nature environment in elementary school work. The study will include a consideration of: 1. Aims in elementary education; 2. The nature of children's interests in their environment; 3. How these interests are generated; 4. A study of the materials and phenomena common to our nature environment. This will include, (a) Plant Life, (b) Animal Life, (c) Rocks, Minerals and Soils, (d) Climate. What each may contribute to elementary school work; the relation that needs to be established between this material and the child to insure this contribution. The work will involve two aspects:

1. Regular class exercises, requiring observation, experiments, and expression, involving special studies of these materials.

2. A summary study which will aim to determine the relation of the facts acquired in this class study to elementary teaching, and the essential method of procedure in establishing these relations.

## **Music**

**72 Periods**

This course extends over a period of six months in both Junior and Senior years. The work includes the singing of simple songs in chorus and individ-

ually, the playing of simple piano numbers, the analysis of the songs and the elements of form and composition. Students will be given credit for previous work which is satisfactory. Those who have had no musical training will be expected to fulfill the requirements, making up their deficiencies when necessary by taking private lessons.

## **Art**

**72 Periods**

This includes instruction in modeling, color-work, free-hand perspective, blackboard drawing and principles of design with special relation to their application in the kindergarten. Methods of teaching young children and the practical value of graphic art to the child will be discussed. The mediums used are clay, brush and ink, charcoal, pencil, water-color and chalk.

## **Child and School Hygiene**

**108 Periods**

The course presents the conditions which determine health, first, of the individual adult, and, second, with reference to the special needs of childhood.

The essential aspects of health and hygiene which are discussed are as follows: hygiene, an economic necessity; prevention of disease; protective measures, and the improvement of health conditions through sanitary control; the responsibility for care of children's health and how maintained; the relation of personal health to group life.

## **Physical Training**

**108 Periods**

(A physician's certificate of health must be presented before entering this course.)

This course embraces Games, Folk Dancing, Rhythmic Training, Hygiene, Physical and Respiratory exercises.

A study will be made of games suitable to the kindergarten, together with practice in playing them. Folk-dancing and rhythmic exercises will receive special attention. Physical exercises are given from the standpoint of health. The care of little children and the health of the teacher will be discussed by experts.

### **Elementary School Curriculum**

**36 Periods**

This course will deal particularly with: (a) The principles underlying a course of study in social occupations in relation to ethical development and the acquisition of knowledge; (b) Discussions of the methods of teaching History, Geography, Science, English, Mathematics, etc., in the light of a scientific theory of education. Observation and student assistance in the Francis W. Parker School and the School of Education are required.

### **Literature**

**108 Periods**

A study of various types of literary materials from the standpoint of literary sources and literary content. In connection with the definite purpose of increasing the student's appreciation of good literature, this course aims to establish (1) standards in selecting and grading children's Rhymes, Poems, and Stories; (2) standards of Story Telling.

### **Principles and Methods of Education applied to Kindergarten and Play Materials**

**120 Periods**

The study and use of Play Materials is an outgrowth of the course in Educational Principles show-



ing its application to Play Materials devised by Froebel.

## **Froebel's Philosophy of Education and Literature**

**72 Periods**

A study of the principles underlying the meaning and purpose of education, based upon Froebel's Education of Man and Froebel's Mother Play, together with reference reading from Mackenzie's Manual of Ethics, Pedagogics of the Kindergarten and Froebel's Education by Development.

## **History of Education (Preparatory)**

**18 Periods**

This course deals with (a) the lives, the setting, and the writings of Pestalozzi and Froebel; (b) the educational principles the elementary school owes Pestalozzi; (c) the educational principles the Kindergarten owes Froebel.

## **Kindergarten Curriculum**

**48 Periods**

The aim of the course in the first year is to enable the student-teacher to "see the developing child and the means for his development as parts of one process." These two aspects form the basis for discussion. It enables the student to discern the principles and methods which guide in the selection of further educative experiences in childhood. Tentative plans are made.

In the second year the study of the principles underlying the kindergarten program or curriculum are considered in relation to education in general in order that the student may discover the same fundamental factors operative. Different principles of selection and organization of materials are com-



pared in order that the changing and advancing needs of particular groups of children may be more adequately met. The activities and interests of childhood are studied in relation to standards of growth. They form the basis of organization of subjects and materials. The aim is to develop power in each person, first, in relation to the most desirable resources at command, as need requires, and, second, for social values. Class work is carried on by means of discussion, lectures, reference reading, the writing and criticism of typical plans of work, as well as through the direct study of conditions in kindergartens and elementary grades.

### **Montessori Methods.**

A brief study of Madame Montessori's contribution to education will be presented by lectures. A comparison of this method will be considered in relation to the kindergarten, and the different materials each offers for educative experience. Questions concerning the value and influence of each system of education in relation to the whole of the elementary school period will be discussed.

### **Manual Arts and Home Activities      108 Periods**

Courses will be given in basketry, weaving and woodwork, in the use of nature materials, in kindergarten occupations, cardboard and paper construction work.

The aim is to present their educational value, and their relation to the growth of capacity in children.

In addition, a group of studies will be conducted in the industrial and household arts, with laboratory and class-room experiments relating to special problems.

## **Observation and Student-Teaching      360 Periods**

Observation in accredited Kindergartens and Schools, in nurseries and hospitals is arranged before teaching is permitted. In the Two Years' Course one year of student-teaching is required.

In the Three Years' Course, when in the judgment of the Directors and Supervisor, more teaching is desirable, suitable arrangements will be made.

Opportunities for Observation and Student-Teaching are offered in public and private kindergartens and settlements in the city and suburbs; also in the School of Education, F. W. Parker School, Chicago Latin School; Nurseries, Convalescent Wards in Children's Hospitals.

## **Supervisor's Conferences      36 Periods**

Frequent conferences with the Supervisor and other members of the Faculty are required for complete co-operation, mutual understanding, and progress.

## **Kindergarten Directors' Conferences Fortnightly Sessions**

The Directors of Kindergartens co-operating with the Institute meet for the discussion of educational problems involved in their daily work with children and assistant teachers.

# OUTLINE OF THE CURRICULUM SCHOOL OF HOME MAKING

## **The Family:**

History; Psychology; Ethics; Eugenics; Parenthood; Problems; Relation to Civic Life; Social Development.

## **The Child:**

Physical Care; Growth; Clothing and Food; Character Development; Surroundings; Art; Music; Stories; Games; Occupations; Mental and Moral Training.

## **Hygiene:**

Hygiene of the House; Child Hygiene; Hygiene of the Mother; Emergencies; Home Nursing.

## **Food:**

Marketing; Cooking; Food Values; Cost of Food; Care of Food; Serving; Servants; Dietetics.

## **Clothing:**

Selection; Cost; Care; Suitability; Beauty.

## **House:**

Location; Equipment; Organization; Decoration.

## **Cost of Living:**

Accounts; Family Budget.

Opportunity will be afforded for observation and care of children, together with practical experiences in nurseries, kindergartens, hospitals, playgrounds, etc.

The laboratory for this course is at Gertrude House, 54 Scott Street (near North State and Division Streets). The House is equipped for the distinct purpose of giving young women an opportunity to study Home Making in a practical manner, and to live together under wholesome conditions.

### **Calendar**

Three terms, of ten weeks each, comprise the course of study, beginning in October and ending in June. Tuition, per year, \$100.

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“To be housekeeper, to be homemaker, to take from each part of life its offerings of value and patiently weld them into a coherent whole”—that is the faculty of woman—“to make a city a home, to elicit from discordant elements a harmonious total of warm, charming, noble, liveable life.”

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**Send for special circular**

## GERTRUDE HOUSE

Was organized in 1894 by the Chicago Kindergarten Institute as a home for its students. Miss Caroline C. Cronise is Advisory Director and Miss Mary B. Fox, Dean of Women. Its name is taken from the character of the teacher and mother in Pestalozzi's educational romance, "Leonard and Gertrude." The principles upon which it is based date back to the home life which Froebel established with his students at Keilhau, a life which contributed substantially to the success of this first training school. Interviews with Fraulein Annetta Schepel (who represented the Pestalozzi-Froebel Haus of Berlin during the Columbian Exposition), together with a visit to the Pestalozzi-Froebel Haus itself, gave impetus to plans for establishing Gertrude House. The aim of both houses is to combine home training with kindergarten student-life.

The regular membership of the household is limited, and all members are expected to enter for the year unless special arrangements are made beforehand to the contrary. The dates of opening and closing the House are in accord with those of the Institute. See special circular.

Gertrude House is attractively established at 54 Scott Street, one block west of the Lake Shore Drive and within view of Lake Michigan. The location, while convenient to all parts of the city, is in a retired neighborhood, five minutes' walk from Lincoln Park or the Newberry Reference Library and twenty minutes' walk from the center of the city. The building consists of four stories, lighted on four sides with wide halls and easy staircases, large assembly room and studio, modern ventilation and fire escapes.



The house is always open to kindergartners who may wish to make it headquarters during visits to Chicago during the school year.

One of its aims is to provide young women students with a refined and wholesome environment, and at the same time create a homelike atmosphere. Teachers and students live together as a family, which admits of acquaintance and fellowship, and gives the students opportunities for a certain measure of social life, from which, in a large city, they are often debarred. The House, being strictly an educational institution, is non-sectarian. The surroundings of life are simple, and certain household duties are shared in common. These are changed every two weeks and occupy from twenty minutes to half an hour daily.

The members participate in periodical house-meetings, where ideals of home-making and daily living are discussed.

The purpose of the home life conducted in this manner is the development of a sincere and fine regard in the individual for group relationships. In recognition of the value of this training in character building as shown in added personal and social efficiency, through creative expression, the Faculty wishes to honor each student according to the measure of her attainment.

These ideals form the basis of the organization made by the Advisory Director, Dean, and the Student Government Body. They are such as will contribute to the welfare and interest of all members of the household. The students are allowed such freedom as they can consistently and wisely use. Any abuse of this liberty will result in the withdrawal of the privileges; and no member can be retained whose spirit is not in accord with that of the family.



The Faculty hopes that students will be able to take advantage of the many opportunities Chicago offers in its libraries, museums, concerts, theaters, operas, etc. Students will be allowed to receive visitors and go to entertainments on Saturdays and such Friday evenings as do not conflict with the house-meetings. Parents or guardians of each member of Gertrude House are requested to send a letter to the Dean stating their wishes in regard to the escorts whom the student may be allowed to accept. Students' parties to theaters or other evening entertainments must be under proper chaperonage, the chaperone's expenses to be met by the party.

The regular living expenses (no laundry included) are based upon the lowest actual estimates for the school year, and are payable in four installments, September 21, December 1, February 1, and March 15. For Tuition rates in the Institute see page 20.

Prices for rooms accommodating two students, single beds, range from \$325 to \$550 per person for the school year, according to the size of room. The largest rooms, which measure 18x20 feet, are arranged for two students only.

Single rooms, \$400 to \$550.

The above prices include twenty-one meals per week, in addition to which residents have the privilege of inviting guests to tea Sunday evening free of charge.

Students who remain during the Christmas and Spring holidays will be charged 50 cents a day or \$3.50 a week in addition to the regular rate for the year.

The rate is \$1.50 per day for those students who for practice teaching, etc., enter before the opening of the Institute or remain after the date of closing.

Reduction from the rate per year is made only for prolonged absence due to sickness.

For further particulars concerning size of rooms, furnishings, etc., send for special Gertrude House circular.

All members, **unless otherwise specified**, are expected to enter for the school year. No money refunded after opening of the term.

Gertrude House is open daily, the Summer months included, to students who wish to see available rooms. Scott Street is reached by taking the electric car marked "State-Division" to the corner of Division and North State Streets. Scott Street is half a block north of Division Street.



STUDENT'S ROOM

## GENERAL NOTICES

The office, class-rooms and students' residence are at Gertrude House, 54 Scott Street.

The Institute will be open at 1 p. m. Tuesday, September 21, 1915. All students are expected to register at this time. Classes will be organized at 3 p. m.

Classes meet four afternoons every week during the school year, and four mornings a week when students are not assisting in the morning kindergartens.

Students will be required to make up all recitations or class requirements lost through absence, either by taking private lessons from tutors selected by the Institute, or by doing a certain amount of extra prescribed work, with written abstracts. Extra charges will be made for private tutoring. Students entering late must be responsible for making up the work they have missed.

Practice teaching required in minimum course, thirty-six weeks. All absences from the above amount must be made up during vacations or at the close of the school year.

All students are required to be present at exercises on "Class Days." Absence from the same deducts seriously from class records.

Attendance is expected at all classes and at kindergartens for required teaching on closing days and opening days, before and after school vacations.

### Lectures

The students have from time to time the privilege of attending both single lectures and courses by well-known specialists on Art, Social, Civic and Child Welfare topics. Frequently studies will be made of the great musical masterpieces with special relation to the programs of the Chicago Symphony Orchestra (founded by Theodore Thomas).

## YOU THE STUDENT MAKE THE RULES WHICH GOVERN STUDENT LIFE

The Student Government Association was organized in 1908, the faculty and students desiring to establish individual and community responsibility in the life and conduct of Gertrude House and the Institute. The general purpose of the organization is to preserve a high standard of womanhood and to promote a spirit of co-operation with the Faculty and to give training in self-government. Authority is vested in an executive board consisting of representatives from all the classes. All non-official members of the Training School and all non-official residents of Gertrude House are members of the Student Government Association and therefore subject to its constitution.



THE LIBRARY





## RECEPTION ROOM **THE FELLOWSHIP CLUB**

**Gives You a Perpetual Interest in the Institute and its Activities**

As a student of The Chicago Kindergarten Institute you are eligible to membership in the Fellowship Club which is composed of the alumnae and students of the school.

This Club enables both the alumnae and the undergraduate students to keep in touch with the work and with each other.

The Fellowship Club is governed by a board consisting of representatives from each of the classes, one member from the faculty, and one from among the graduate students. The Club issues a semi-annual paper for the alumnae, and is a branch of the International Kindergarten Union.

# CALENDAR

1915-1916

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Registration of Students	1:00 to 3:00 p. m. Tuesday, Sept. 21, 1915
Organization of Classes	3:00 p. m. Tuesday, Sept. 21, 1915
Thanksgiving Holidays	{ 4:30 p. m. Wednesday, Nov. 24, 1915 8:30 a. m. Monday, Nov. 29, 1915
Christmas Holidays	{ 4:30 p. m. Thursday, Dec. 23, 1915 8:30 a. m. Tuesnay, Jan. 4, 1916
Easter Holidays and Spring Vacation	{ 4:30 p. m. Thursday, April 20, 1916 8:30 a. m. Monday, May 1, 1916
School Closes	4:30 p. m. Friday, June 9, 1916

## CLASS DAYS

Opening Day	3:00 p. m. Tuesday, Sept. 21, 1915
Thanksgiving Exercises	2:30 p. m. Wednesday, Nov. 24, 1915
Christmas Exercises	2:30 p. m. Thursday, Dec. 23, 1915
New Year Exercises	2:00 p. m. Tuesday, Jan. 4, 1916
Easter Exercises	2:30 p. m. Thursday, April 20, 1916
Annual Exercises	To be announced
Class Day	To be announced
Closing Day	Friday, June 9, 1916











C45H  
1916/17

# CHICAGO KINDERGARTEN INSTITUTE

JAN 25 1921

1916  
1917





# CHICAGO KINDERGARTEN INSTITUTE

1916-1917

## DIRECTOR

Mrs. Mary Boomer Page

## ASSOCIATE DIRECTORS

Miss Anne Elizabeth Allen

Miss Mary Lincoln Morse

Miss J. Janet Hoffman

## ADVISORY DIRECTORS

Mrs. Ethel Roe Lindgren

Miss Caroline C. Cronise

## GERTRUDE HOUSE

Class Rooms and Students' Residence

54 Scott Street

CHICAGO



GERTRUDE HOUSE  
Near the Lake Front, North Side, Chicago  
Class Rooms and Students' Residence

## INSTRUCTORS

### MRS. MARY BOOMER PAGE

Froebel's Philosophy of Education.  
Principles of Education and Methods in Relation to the  
Kindergarten (second year).  
Kindergarten Curriculum.  
Psychology of Plays and Games.

### MISS ANNE ELIZABETH ALLEN, Supervisor of Kindergartens

Games.  
Rhythm.  
Supervisor's Conferences.

### MISS MARY LINCOLN MORSE

Literature: Stories  
Principles of Education (first year).  
Froebel's Play Materials.  
History of Education (Preparatory).

### MISS J. JANET HOFFMAN

Games (first year).  
Kindergarten Occupations.  
Woodwork.  
Home Activities.  
Laboratory Tests.

### MISS MARY B. FOX, Dean of Women

Ethics (first year).  
Froebellian Literature (second year).

### PROF. JAMES R. ANGELL, Dean of the Senior Colleges, (Univ. of Chicago) and Assistants

Psychology.

### PROF. J. A. CLEMENT (Northwestern University)

History of Education.

### MISS LOUISE ST. JOHN WESTERVELT (Columbia School of Music)

Music.

### MRS. MABEL KELLOGG RICH

Art.

### DR. H. S. PEPOON (Botany Department, Lake View High School; Lecturer, Academy of Natural Science)

Natural Science.

## **INSTRUCTORS—Continued**

**MISS ELSIE A. WYGANT** (College of Education, University of Chicago)  
Elementary School Curriculum.

**MRS. ROSE STRUTZ**  
Food Values; Cooking.

**MISS MINNIE AHRENS**, Supt. Chicago Infant Welfare Society  
Home Nursing.

**MISS ELIZABETH ROSS SHAW** (Specialist, Mental Measurement), Evanston, Illinois  
Brain Structure, Nerve Hygiene, Mental Tests.

**MISS ELIZABETH JENKINS**  
Montessori Methods.

**MISS MARY WOOD HINMAN**  
Folk Dancing.

### **IN ADDITION TO THE REGULAR INSTRUCTORS YOU WILL HEAR THE BEST LECTURERS AVAILABLE**

The following list of well-known authorities will lecture on subjects of vital interest to the Institute and we can assure you of an opportunity of hearing many leaders in the educational field:

**MR. EARL BARNES**, Philadelphia, Pa.

**MR. JOHN WILLIS SLAUGHTER**, London, England

**MR. C. W. DOUGLAS** (Canon of Fond du Lac Cathedral)  
History of Music.

**ARTHUR ATWELL SMALL**, M. D., Chicago

**PHILIP SCHUYLER DOANE**, M. D., Chicago

**DR. LINDSAY WYNEKOOP**  
Physical Health of Children.

**MISS MARIE L. SHEDLOCK**, London, England

**MRS. MARGARET J. STANNARD** (Garland School of Home Making, Boston)

**MISS MARY E. McDOWELL** (University of Chicago Settlement)

**MISS FLORA C. COOKE** (Principal F. W. Parker School)  
Specialists in Art, Social, Civic and Child Welfare Topics.

## HISTORICAL

The Chicago Kindergarten Institute and Gertrude House development and management is the result of a well defined policy and plan which took permanent form during the summer of the Chicago Columbian Exposition; it was a result of interviews with Fraulein Annetta Schepel (who represented the Pestalozzi-Froebel Haus in Berlin at the Exposition). Later a visit to the Pestalozzi-Froebel Haus itself gave impetus to the plan and in 1894 both the Institute and the Gertrude House were established as headquarters for the students of the Institute. The name, Gertrude House, is taken from the character of the teacher and mother in Pestalozzi's educational romance, "Leonard and Gertrude." Its principles are a frank adaptation of those established by Froebel with his students at Keilhau in the home life which contributed so largely to the success of his first training school. "Many gather the divine impulse from another's spirit," and it is hoped that teachers and students, living together as a family in Gertrude House, may derive inspiration from the opportunities for fellowship and social life presented here. In this new relationship the students find that pleasures which they may imagine are left behind are present; they take on a new meaning, a deeper significance, and afford a basis for even a greater happiness for they are supplemented by a growing knowledge of their true value and interpretation. The training school and Gertrude House were first located on the South side midway between the University of Chicago and its Social Settlement near Ashland Avenue. In 1902 it was transferred to its present location near the Lake on the North side to a much more commodious building and quieter street. It is fully expected that in 1917 it will move to a fine **new** building of its own north of Lincoln Park. The locality will be announced later, as well as the plans of the building with its advantages. The Institute and Gertrude House have outgrown their present building.



## THE KINDERGARTEN AS A CAREER FOR WOMEN

EVERY young woman, whatever her position in life, should be fitted to earn her own living. Only when she is prepared to offer society a fair equivalent in skilled service for her support and opportunity can she begin to think and act as an independent human being. Even if she is never obliged to earn her own living in the world's markets, she will still find the ability to do so a source of constant strength and power through her life. She will be a better mother and a better citizen because she knows practically how men and women are shaping the social and material world and their own lives through mutually helpful work. But if, through lack of means or through those financial disasters which are liable to overtake anyone, she is thrown upon her own resources, having had simply a good education in a high school or college, she must face the problem of self-support unprepared. She is like a hunter facing the forest with bare hands.

In selecting her vocation a young woman must consider, as her brothers must do, the probable demand for the work she fancies, its remuneration, its healthfulness, its effect on the character, the social opportunities it offers, and the chance it will give her to work out her ideals and serve her generation worthily. But she has another consideration which her brother does not have to meet. If she marries, her work is very likely to be interrupted and she must take up the activities that gather around a home. She must then, in selecting a career, give the preference to such work as will meet the first conditions and not unfit her for the career of wife and mother.

In the whole range of occupations open to women, that of the kindergartener probably meets these requirements more fully than any other. First, as to demand: In all the States of the Union the kindergarten is being steadily developed as an integral part



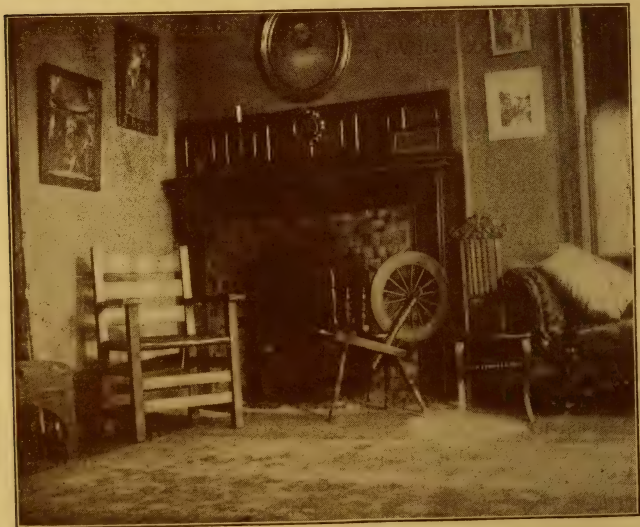
of the school system. Thousands of teachers must be provided, and, as a large majority of kindergarten teachers marry, their numbers must be constantly recruited from new candidates. No able kindergartner need want for employment today and her future work is as assured as any occupation can be. Second, remuneration: The remuneration is good. From the first, the well prepared kindergartner can command from \$50 to \$60 a month, and as supervisor or trainer she may more than double this salary. Third, healthfulness: While exacting, the work is healthful, the hours are short compared with those of clerical work; there are two free days in each week and the long summer vacation. Fourth, effect on character and social opportunities offered: The work is steadily and deeply educative; the little children appeal to all that is womanly in the teacher, and such is the emphasis laid on social development in the kindergarten, that women who have had kindergarten experience almost always become social leaders in the community.

But beyond all this, the kindergarten, unlike other forms of commercial and professional work which are open to women, fosters and develops all the tastes and interests that go to the making of an effective and happy home. There are no finer homes in America than those presided over by women who have taught for a time in kindergartens.

For success in kindergarten work, the candidate should have excellent health, an open and generous nature, good spirits and a genial interest in life. She should love little children and have a natural aptitude for winning their trust and a keen desire to understand their point of view. To these natural qualities she should have added a good preliminary education equal to the ordinary high school course. Unless she can pass the examination for an ordinary teacher's certificate she will always be handicapped in her professional career.

On the intellectual side she should be well grounded in the history of education, psychology, and elementary sociology, and she should have an intimate and practical acquaintance with the principles and methods of the kindergarten. For highest success there must be added to this purely intellectual education the training of the feelings and emotions in the direction of loving service to humanity through little children. Much of the training should be given in connection with the children in actual kindergartens.

The Chicago Kindergarten Institute seeks to realize these aims, through its splendid curriculum, its strong faculty, and through its residence for students, in which is created an atmosphere of refined living kindly helpfulness, and professional aspiration.



CORNER OF RECEPTION ROOM IN GERTRUDE HOUSE

## **The Location of the Institute is Ideal for Educational Purposes and Healthful Recreation**

The Chicago Kindergarten Institute is located in one of the finest residence districts of Chicago, within one block of the famously beautiful Lake Shore Drive and the shores of Lake Michigan, yet there is excellent street car service to the loop district, or business center of Chicago. The cars that pass within two blocks of the Institute carry the student without change to all the State street department stores, the Art Institute, Public Library and hundreds of the principal buildings and stores, as well as theatres and halls.

Chicago offers the student-teacher the best opportunity for development that can be secured anywhere. From fall to spring is found the best in Art, Literature and Music.

Parties properly chaperoned are arranged for these features. A broader education can be secured here than in cities which can not, because of their size, offer such advantages.

The unusual conditions of Chicago present exceptional occasions for church services and civic lectures and as the Institute is well located, churches are easily accessible.

## **No Matter Where You Live You Can See The Growth of The Kindergarten**

There are few cities so small that they do not support a well-organized kindergarten, either as a part of the public school system or as a private enterprise, and there are few communities that do not offer opportunities for the trained kindergarten teacher in public and private schools.

Wherever there are children, there is always an opportunity for the kindergarten teacher and her work. The hours are short and you have two days each week for recreation, three months summer

vacation, and in addition your social position is of the highest because the vocation is of the best service.

But beyond all this, the kindergarten, unlike other forms of commercial and professional work which are open to women, fosters and develops all the tastes and interests that go to the making of an effective and happy home. There are no finer homes in America than those presided over by women who have taught for a time in kindergartens.

### **Chicago—The Ideal City in Which to Secure Your Training**

Actual student-teaching is essential to the training of any young woman for kindergarten work, and Chicago offers rich opportunities for the development of every phase of ability acquired in the Institute training schools.

The twenty-third year of the Chicago Kindergarten Institute will open September 19, 1916.

The aim of the Institute is to present to students its training and ideals of life in such a manner as will develop the qualities of character essential to the successful kindergartner, so that in class-work, teaching of children and daily living, their lives shall be the sincere expression of an effort to attain these ideals. To this end it provides:

- I. Instruction in Principles of Education; Philosophy and History of Education; Froebelian Literature; Science; Gifts and Occupations; Psychology; Elementary Curriculum; Art, Music; Industrial Handwork; and other allied branches.
- II. Practical application of the above to little children through daily practice in the morning kindergartens, elementary grades, nurseries, etc.
- III. Supplementary Course for kindergartners or teachers who desire to supplement previous study.
- IV. Course for young women not intending to become teachers, but desiring to prepare to meet the demands of a home intelligently.



## COURSES OF STUDY

**Kindergarten and Elementary Course, three years.**

**Minimum Kindergarten Course, two years.**

**Home Making Course, one year.** (See page 27)

**Summer Session six weeks, in co-operation with Northwestern University, Evanston.**

These courses prepare the student for professional work in Kindergarten and Elementary grades, and for the profession of Home Making.

## ENTRANCE REQUIREMENTS

The applicant should be eighteen years of age and possess sufficient maturity to undertake the training. She should also possess general culture, fine character, and a sympathetic interest in children.

An accredited high school course (equal to the standard of the Chicago high schools) or its equivalent, is essential. A physician's certificate of health must be presented upon entrance.

Those who wish to enter the Institute are requested to send for application blanks, which must be filled out carefully and returned with a credential letter. When possible, a personal interview is requested.

All students are accepted with the understanding that the first two months constitute a period of probation, and that only such students will be retained as candidates for the Diploma of the school as give evidence of ability to appreciate and fulfill their responsibilities.

Student teaching is required according to the needs of the individual. See page 26.

Credits and recognition will be given for all work satisfactorily completed.

For Credit Requirements, see page 15.

# **A Three-Year Course at the Chicago Kindergarten Institute**

**Gives You Positions Without Further Examination**

## **State Recognition.**

**State Recognition—Three Years' Course for Kindergarten and Elementary Teaching.**

The Chicago Kindergarten Institute is accredited by the Examining Board of the State of Illinois. All graduates holding the Three Year Diploma for Kindergarten and Elementary teaching are thereby eligible without further examination for all Public School positions in kindergarten and first and second grades throughout the state.

Upon satisfactory completion of the Two Years' Course a special diploma will be given to such students as have graduated from a four year high school course.

To students who are admitted without having graduated from a four years' high school course a certificate will be given upon the satisfactory completion of the two years' course in the Institute.

Applicants who have studied with graduates of the Institute may enter to complete their training and credit will be given for all previous acceptable work.

Students of less than two years' training elsewhere are admitted to the Institute upon presentation of proper credentials and after passing an examination. Credit will be given for all previous work which is acceptable.

An exchange of credits has also been arranged between the Northwestern University and the Chicago Kindergarten Institute. Correspondence is solicited.

Institute Diplomas are honored by Boards of Education in Illinois, New York, California, Michigan, Indiana, and other States.



## **We Will Help You Secure the Position For Which You Are Best Suited**

The Institute, because of its high grade of training, has always been successful in assisting its graduates to desirable positions, in fact, the demand has exceeded the supply. It is to be understood, however, that positions are not guaranteed.

College education, travel, musical or artistic training are valuable assets to the kindergartner.

### **CURRICULUM**

#### **General Education**

Principles of Education.

\*History of Education.

\*Philosophy of Education.

Educational Sociology.

\*Psychology and Child Study.

Ethics.

#### **Related Professional Subjects**

\*Natural Science in Relation to Education.

Music.

Art.

Child and School Hygiene.

Physical Training.

Elementary Curriculum.

Literature.

#### **Kindergarten Education**

\*Principles and Methods of Education applied to the Kindergarten.

Play Materials.

Manual Arts and Home Activities.

\*Kindergarten Curriculum.

Froebelian Literature.

Montessori Methods.

Observation and Student-Teaching.

\*Students who complete this course satisfactorily and who desire to receive credits, with a view to University work at the University of Chicago, may do so by conforming to the rules

which govern unclassified students, viz., by obtaining the endorsement of a special examiner at the University and by the payment of the matriculation fee, \$5.00. (This is paid but once and entitles the student to continue work at the University at any time). It also gives the general advantages of University membership, the use of libraries, certain lecture courses, public exercises, etc.

## **Kindergarten and Elementary Course, Three Years**

Educators now recognize the need for better preparation of teachers for Kindergarten and Elementary Grades. This demand can be met only by educating women to a higher and better type of womanhood.

A broad education must therefore be presented which will, first, be cultural in value, humanizing and developing in appreciation of the best standards of life; and, second, the plan offered for this course must provide opportunities for larger professional study and experience in teaching, which will deepen and enrich the lives of the students and greatly increase their efficiency. For Curriculum, see page 16.

## **Minimum Kindergarten Course, Two Years**

The plan offered requires two years of 36 weeks each. This course meets the minimum qualifications of the present standard of professional training. The aim is to maintain the quality of work in accord with such ideals of education as will develop the most satisfactory teachers. For Curriculum of this course see pages 18-19.

## **School of Home Making, One Year**

The aim of the School of Home Making is to present a practical training in household activities sufficient to enable a young woman to undertake the care and management of a home with dignity, and with such efficiency as will not only guarantee its happiness, but also the health and comfort of all its members.

By the term Home Making is meant not only a working knowledge of marketing, cooking, hygiene, dietetics, cost of living, rearing of children, home nursing; a woman who has been well trained in home activities "ought to be a far more effective teacher, a more efficient manager or worker in the great variety of civic and social enterprises." Woman's work is not only that of practical efficiency but also "The Study of Right Living, the study of the importance, the utility, and the possible beauty of the common things of daily existence." For Curriculum see page 27.

## **Supplementary Course, One Year**

Students who have had previous training, or partial training, and who wish to supplement such work, may enter this course at any time of the year. Particular care will be taken to place these students in such classes as seem most desirable. As many as forty different training schools have been represented in this course in the past.

## **Summer Session**

The Summer Session of six weeks will be held in co-operation with the College of Liberal Arts Northwestern University, Evanston, Illinois.

An outdoor Kindergarten Play School will be opened to regularly enrolled students for observation.

Students who satisfactorily complete any of the courses in this Summer School receive credit, which will be applied on the Regular Term Courses offered by the Chicago Kindergarten Institute.

Tuition for the Regular Course.....	\$30.00.
Registration Fee.....	5.00.

## **Credits**

The following credits are required for graduation from the Institute:

<b>Kindergarten and Elementary Course, 3 years ..</b>	<b>30 credits</b>
<b>Minimum Kindergarten Course, 2 years.....</b>	<b>21 credits</b>
<b>Home Making Course, 1 year .....</b>	<b>Special credits</b>
<b>Summer Session, 6 weeks.....</b>	<b>Special credits</b>

A credit means seventy-two periods of recitation or prepared work. Each period equals fifty minutes.

A half-credit means thirty-six periods of prepared work.

## **KINDERGARTEN AND ELEMENTARY COURSE**

**Three years (two terms each) 30 credits**

### **First Year**

Study of racial development and the history of the family; ethics and its place in education; study of modern homes in contrast to homes of former periods; the present-day adult interests—moral, mental, aesthetic and practical. Care of and play with small groups of children, as a basis for special observational development and to establish resourcefulness. Natural Science; Elementary Economics (household and social); Physiology and Hygiene; Principles governing life and their use in educational procedure; Music; Art; Social Welfare; Home Activities; Play Interests and Material (to develop resource and to arouse spirit of inquiry); Games.

Visit and assist in nurseries, hospitals and kindergartens.

Conferences with Faculty for educational guidance.

## **KINDERGARTEN AND ELEMENTARY COURSE**

**Three years (two terms each) 30 credits**

### **Second Year**

Principles of Education; Psychology and Child Study; Froebel's Mother play; Observation and Student Teaching; Children's Play Interests, Nature-interests, Story-interests; Manual Arts, Play-materials, Music, Games and Rhythmic Dancing (to add training and deeper insight).

History of Education; Sanitation and Hygiene; Natural Science, Introductory Course in the Curriculum; Physical Training.

Student-teaching in kindergartens, elementary grades and hospitals. Visit schools, museums, etc.

Conferences with Directors and Supervisor.

Leadership in training-school games, Student Government, etc.

## KINDERGARTEN AND ELEMENTARY COURSE

Three years (two terms each) 30 credits

### Third Year

Psychology and Child-study; Study of Mental-Measurements and Mental Endowment; Elementary Curriculum; Kindergarten Curriculum; Educational Materials; Dramatic Arts for adult and child; Constructive Arts for adult and child; Literary Arts; Fine Arts; Music; Principles and Methods of Education; Natural Science; Biology; Physical Training; Educational Sociology; Conservation of Childhood; Health; Sanitation and Hygiene; Social Welfare; Eugenics; Philosophy of Education of Froebel compared with modern Educators.

Kindergarten and Elementary grade teaching.

Laboratory demonstration (household economics.)

Class Conferences.

Faculty Conferences.

Festival (in charge of class).

To develop initiative—critical as to values and methods.



KINDERGARTEN



# Minimum Kindergarten Course

## Two Years

First Year, Two Terms, 18 Weeks each, Ten Credits

### General Education

#### Periods

Principles of Education.....	36
Psychology and Child Study.....	72
Ethics.....	36
General Lectures.....	18

### Related Professional Subjects

Natural Science.....	36
Art.....	48
Music.....	36
Child and School Hygiene.....	36
Physical Training (Rhythm, Folk Dancing, etc.)	72
Literature.....	36

### Kindergarten Education

Principles and Methods applied to Kindergarten. ten.....	24
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# Minimum Kindergarten Course—Continued

Second Year, Two Terms, 18 Weeks each, 11 Credits

## General Education

Periods

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## Kindergarten Education

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## TUITION

**Tuition is Payable semi-annually, Sept. 19, 1916  
and Feb. 1, 1917.**

<b>Three-Year Course</b>	<b>First two years, each year . . .</b>	<b>\$120</b>
	<b>Third Year . . . . .</b>	<b>80</b>
<b>Minimum Kindergarten Course (two years), each year . . . . .</b>		<b>120</b>
<b>Supplementary Course (one year) . . . . .</b>		<b>120</b>
<b>Non-Professional or Home Making Course .</b>		<b>100</b>
<b>Summer Session (six weeks) . . . . .</b>		<b>30</b>
<b>Registration . . . . .</b>		<b>5</b>

Arrangements may be made for less than six months at the rate of \$20 a month or pro rata for single studies.

Books and materials for regular Kindergarten hand-work used in any of the courses will be furnished at cost. Use of Piano is extra.

Graduation expenses, five dollars per student.

No tuition will be refunded after opening of term.

**Checks should be made payable to the Chicago  
Kindergarten Institute**

Registration day, Sept. 19, 1916. Hours 1 to 3 p. m.

Students will be required to meet the Registrar at this time.

**Tuition is payable semi-annually, Sept. 19, and  
Feb. 1.**

**Registrar, MISS MARGARET RAHFELD  
Auditor, MR. EDWARD B. DAVIDSON**

## **SUMMARY OF SUBJECTS OFFERED IN MINIMUM KINDERGARTEN COURSE OF TWO YEARS**

### **History of Education**

**48 Periods**

In this work an attempt is made to examine the great periods in human history with a view to determining their informing ideas and ideals, and the means people used, consciously or unconsciously, to perpetuate their ideals in their children. To give the feeling of the periods studied, extracts are presented from original writings. On these materials the students are required to pass individual judgments, and then, through discussions, they are led to larger comparisons and generalizations. Educational reformers and theories are studied in their relation to the life out of which they have developed.

### **Educational Sociology**

**24 Periods**

In this work a study is made of formal education, considered as a factor in the whole group of social activities. The support, supervision, and limits of school work are studied. In addition to this, a study is made of the groups of activity that form opinion and determine conduct, family life, society, political activity, work and recreation. Churches and the press are examined as educational agencies.

### **Psychology**

**72 Periods**

This course affords an introduction to the basal facts and principles of modern psychology. The work will be conducted by means of lectures, textbook readings and recitations. After the more rudimentary materials have been mastered, attention will be directed to the practical bearings of Psychology upon the work of teaching. Students will be encouraged to make systematic observations upon the mental and physical characteristics of children. The text employed will be Angell's Psychology.

### **Child Study**

**36 Periods**

Observation and student-teaching will be the basis of the course in Child Study. The study of Froebel's Mother Play

Book will be closely related to this course through observation and interpretation. Special lines of psychological investigation will show how principles of mental development underlie both child and adult thinking.

### **Brain Structure and Nerve Hygiene**

The course aims to give chiefly such facts as are especially useful to teachers of young children. The increasing complexity of structure which accompanies increasing intelligence in animals and in man at different ages will be shown by charts, models and specimens. Practical means of increasing brain efficiency and decreasing nerve strain will be demonstrated.

### **Principles of Education**

**36 Periods**

A brief course centering about such educational principles as are necessary for an insight into present-day aims and means of education. In addition the course includes a careful study of the various phases and stages of development shown through the periods of infancy and childhood. References: *The Educative Process*, Bagley; *Education*, Thorndike; *Principles of Education*, Bolton; *Talks to Teachers*, James; *Mental Development*, Dewey.

### **Ethics**

**36 Periods**

A brief outline of some of the most important principles of ethical doctrine will be presented: Character and Conduct, Moral Judgment; Institutions, Customs, Duties, Virtues and Standards will be discussed. Text-books, Mackenzie's *Manual of Ethics*, Dewey & Tufts' *Ethics*.

### **Natural Science in Relation to Education**

**72 Periods**

An investigation and study which shall aim to determine the best ways of utilizing our nature environment in elementary school work. The study will include a consideration of: 1. Aims in elementary education; 2. The nature of children's interests in their environment; 3. How these interests are generated; 4. A study of the materials and phenomena common to our nature environment. This will include, (a) Plant Life, (b)

Animal Life, (c) Rocks, Minerals and Soils, (d) Climate. What each may contribute to elementary school work; the relation that needs to be established between this material and the child to insure this contribution. The work will involve two aspects:

1. Regular class exercises, requiring observation, experiments, and expression, involving special studies of these materials.

2. A summary study which will aim to determine the relation of the facts acquired in this class study to elementary teaching, and the essential method of procedure in establishing these relations.

## **Music**

**72 Periods**

This course extends over a period of six months in both Junior and Senior years. The work includes the singing of simple songs in chorus and individually, the playing of simple piano numbers, the analysis of the songs and the elements of form and composition. Students will be given credit for previous work which is satisfactory. Those who have had no musical training will be expected to fulfill the requirements, making up their deficiencies when necessary by taking private lessons.

## **Art**

**72 Periods**

This includes instruction in modeling, color-work, free-hand perspective, blackboard drawing and principles of design with special relation to their application in the kindergarten. Methods of teaching young children and the practical value of graphic art to the child will be discussed. The mediums used are clay, brush and ink, charcoal, pencil, water-color and chalk.

## **Child and School Hygiene**

**72 Periods**

The course presents the conditions which determine health, first, of the individual adult, and, second, with reference to the special needs of childhood.

The essential aspects of health and hygiene which are discussed are as follows: Hygiene, an economic necessity; prevention of disease; protective measures, and the improvement of

health conditions through sanitary control; the responsibility for care of children's health and how maintained; the relation of personal health to group life.

### **Physical Training**

**108 Periods**

(A physician's certificate of health must be presented before entering this course.)

This course embraces Games, Folk Dancing, Rhythmic Training, Hygiene, Physical and Respiratory exercises.

A study will be made of games suitable to the kindergarten, together with practice in playing them. Folk-dancing and rhythmic exercises will receive special attention. Physical exercises are given from the standpoint of health. The care of little children and the health of the teacher will be discussed by experts.

### **Elementary School Curriculum**

**36 Periods**

This course will deal particularly with: (a) The principles underlying a course of study in social occupations in relation to ethical development and the acquisition of knowledge; (b) Discussions of the methods of teaching History, Geography, Science, English, Mathematics, etc., in the light of a scientific theory of education. Observation and student assistance in the Francis W. Parker School and the School of Education are required.

### **Literature**

**108 Periods**

A study of various types of literary materials from the standpoint of literary sources and literary content. In connection with the definite purpose of increasing the student's appreciation of good literature, this course aims to establish (1) standards in selecting and grading children's Rhymes, Poems, and Stories; (2) standards of Story Telling.

### **Principles and Methods of Education applied to Kindergarten and Play Materials**

**120 Periods**

The study and use of Play Materials is an outgrowth of the course in Educational Principles showing its application to Play Materials devised by Froebel.



## **Froebel's Philosophy of Education and Literature**

**72 Periods**

A study of the principles underlying the meaning and purpose of education, based upon Froebel's *Education of Man* and *Froebel's Mother Play*, together with reference reading from Mackenzie's *Manual of Ethics*, *Pedagogics of the Kindergarten* and *Froebel's Education by Development*.

### **History of Education (Preparatory)**

**18 Periods**

This course deals with (a) the lives, the setting, and the writings of Pestalozzi and Froebel; (b) the educational principles the elementary school owes Pestalozzi; (c) the educational principles the Kindergarten owes Froebel.

### **Kindergarten Curriculum**

**48 Periods**

The aim of the course in the first year is to enable the student-teacher to "see the developing child and the means for his development as parts of one process." These two aspects form the basis for discussion. It enables the student to discern the principles and methods which guide in the selection of further educative experiences in childhood. Tentative plans are made.

In the second year the study of the principles underlying the kindergarten program or curriculum are considered in relation to education in general in order that the student may discover the same fundamental factors operative. Different principles of selection and organization of materials are compared in order that the changing and advancing needs of particular groups of children may be more adequately met. The activities and interests of childhood are studied in relation to standards of growth. They form the basis of organization of subjects and materials. The aim is to develop power in each person, first, in relation to the most desirable resources at command, as need requires, and, second, for social values. Class work is carried on by means of discussion, lectures, reference reading, the writing and criticism of typical plans of work, as well as through the direct study of conditions in kindergartens and elementary grades.

## **Montessori Methods**

A brief study of Madame Montessori's contribution to education will be presented by lectures. A comparison of this method will be considered in relation to the kindergarten and the different materials each offers for educative experience. Questions concerning the value and influence of each system of education in relation to the whole of the elementary school period will be discussed.

### **Manual Arts and Home Activities**

**108 Periods**

Courses will be given in basketry, weaving and woodwork, in the use of nature materials, in kindergarten occupations, cardboard and paper construction work.

The aim is to present their educational value, and their relation to the growth of capacity in children.

In addition, a group of studies will be conducted in the industrial and household arts, with laboratory and classroom experiments relating to special problems.

### **Observation and Student-Teaching**

**360 Periods**

Observation in accredited Kindergartens and Schools, in nurseries and hospitals is arranged before teaching is permitted. In the Two Years' Course one year of student-teaching is required.

In the Three Years' Course, when in the judgment of the Directors and Supervisor, more teaching is desirable, suitable arrangements will be made.

Opportunities for Observation and Student-Teaching are offered in public and private kindergartens and settlements in the city and suburbs; also in the School of Education, F. W. Parker School, Chicago Latin School; Nurseries, Convalescent Wards in Children's Hospitals.

### **Supervisor's Conferences**

**36 Periods**

Frequent conferences with the Supervisor and other members of the Faculty are required for complete co-operation, mutual understanding, and progress.

## **Kindergarten Directors' Conferences Fortnightly Sessions**

The Directors of Kindergartens co-operating with the Institute meet for the discussion of educational problems involved in their daily work with children and assistant teachers.

In addition to the able body of lecturers and teachers of the Chicago Kindergarten Institute, the high standard of its scholarship, and the wide scope of its work, social and educational (including as it does, experience, in Settlements, Play Grounds, Schools, public and private) make it unique among training schools.

## **OUTLINE OF THE CURRICULUM SCHOOL OF HOME MAKING**

### **The Family:**

History; Psychology; Ethics; Eugenics; Parenthood; Problems; Relation to Civic Life; Social Development.

### **The Child:**

Physical Care; Growth; Clothing and Food; Character Development; Surroundings; Art; Music; Stories; Games; Occupations; Mental and Moral Training.

### **The Home and the House:**

Location; Equipment; Organization; Decoration.

### **Food:**

Marketing; Cooking; Food Values; Cost of Food; Care of Food; Serving; Servants; Dietetics.

### **Clothing:**

Selection; Cost; Care; Suitability; Beauty.

### **Cost of Living:**

Accounts; Family Budget.

**Hygiene:**

Hygiene of the House; Child Hygiene; Hygiene of the Mother; Emergencies; Home Nursing.

**Race Welfare and Social Progress:**

Civic Morality; Relation of Home to Producer, etc., to altruism, etc.

Opportunity will be afforded for observation and care of children, together with practical experiences in nurseries, kindergartens, hospitals, playgrounds, etc.

The laboratory for this course is at Gertrude House, 54 Scott Street (near North State and Division Streets). The House is equipped for the distinct purpose of giving young women an opportunity to study Home Making in a practical manner, and to live together under wholesome conditions.

**Calendar**

Three terms, of ten weeks each, comprise the course of study, beginning in October and ending in June. Tuition, per year, \$100.

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"To be housekeeper, to be homemaker, to take from each part of life its offering of value and patiently weld them into a coherent whole"—that is the faculty of woman—"to make a city a home, to elicit from discordant elements a harmonious total of warm, charming, noble, livable life."

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**Send for special circular**

## GERTRUDE HOUSE

Was organized in 1894 by the Chicago Kindergarten Institute as a home for its students. Miss Caroline C. Cronise is Advisory Director and Miss Mary B. Fox, Dean of Women. Its name is taken from the character of the teacher and mother in Pestalozzi's educational romance, "Leonard and Gertrude." The principles upon which it is based date back to the home life which Froebel established with his students at Keilhau, a life which contributed substantially to the success of this first training school. Interviews with Fraulein Annetta Schepel (who represented the Pestalozzi-Froebel Haus of Berlin during the Columbian Exposition), together with a visit to the Pestalozzi-Froebel Haus itself, gave impetus to plans for establishing Gertrude House. The aim of both houses is to combine home training with kindergarten student-life.

The regular membership of the household is limited, and all members are expected to enter for the year unless special arrangements are made beforehand to the contrary. The dates of opening and closing the House are in accord with those of the Institute. See special circular.

Gertrude House is attractively established at 54 Scott Street, one block west of the Lake Shore Drive and within view of Lake Michigan. The location, while convenient to all parts of the city, is in a retired neighborhood, five minutes' walk from Lincoln Park or the Newberry Reference Library and twenty minutes' walk from the center of the city. The building consists of four stories, lighted on four sides, with wide halls and easy staircases, large assembly room and studio, modern ventilation and fire escapes.



The house is always open to kindergartners who may wish to make it headquarters during visits to Chicago during the school year.

One of its aims is to provide young women students with a refined and wholesome environment, and at the same time create a homelike atmosphere. Teachers and students live together as a family, which admits of acquaintance and fellowship, and gives the students opportunities for a certain measure of social life, from which, in a large city, they are often debarred. The House, being strictly an educational institution, is non-sectarian. The surroundings of life are simple, and certain household duties are shared in common. These are changed every two weeks and occupy from twenty minutes to half an hour daily.

The members participate in periodical house-meetings, where ideals of home making and daily living are discussed.

The purpose of the home life conducted in this manner is the development of a sincere and fine regard in the individual for group relationship. In recognition of the value of this training in character building as shown in creative efficiency both personally and socially, the Faculty wishes to give special recognition to each student according to the measure of her attainment.

These ideals form the basis of the organization made by the Advisory Director, Dean, and the Student Government Body. They are such as will contribute to the welfare and interest of all members of the household. The students are allowed such freedom as they can consistently and wisely use. Any abuse of this liberty will result in the withdrawal of the privileges; and no member can be retained whose spirit is not in accord with that of the family.



The Faculty hopes that students will be able to take advantage of the many opportunities Chicago offers in its libraries, museums, concerts, theatres, operas, etc. Students will be allowed to receive visitors and go to entertainments on Saturdays and such Friday evenings as do not conflict with the house-meetings. Parents or guardians of each member of Gertrude House are requested to send a letter to the Dean stating their wishes in regard to the escorts whom the student may be allowed to accept. Students' parties to theaters or other evening entertainments must be under proper chaperonage, the chaperone's expenses to be met by the party.

The regular living expenses (no laundry included) are based upon the lowest actual estimates for the school year, and are payable in four installments, September 10, December 1, February 1, and March 15. For Tuition rates in the Institute see page 20.

<b>Rooms accommodating 2 students, single beds, per person for the school year . . . .</b>	
	<b>\$250, \$325, \$350, \$375, \$400, \$450, \$500, \$525</b>
<b>Rooms accommodating 3 students, single beds, per person for the school year . . . . .</b>	<b>\$350</b>
<b>Single rooms . . . . .</b>	<b>\$400, \$500, \$550</b>

The above prices include twenty-one meals per week, in addition to which residents have the privilege of inviting guests to tea Sunday evening free of charge.

Students who remain during the Christmas and Spring holidays will be charged 50 cents a day or \$3.50 a week in addition to the regular rate for the year. (Send for special circular.)

The rate is \$1.50 per day for those students who for practice teaching, etc., enter before the opening of the Institute or remain after the date of closing.

Reduction from the rate per year is made only for prolonged absence due to sickness.

For further particulars concerning size of rooms, furnishings, etc., send for special Gertrude House circular.

All members, **unless otherwise specified**, are expected to enter for the school year. No money refunded after opening of the term.

Gertrude House is open daily, the Summer months included, to students who wish to see available rooms. Scott Street is reached by taking the surface car marked "State-Division" to the corner of Division and North State Streets. Scott Street is half a block north of Division Street.



ONE END OF DINING ROOM

## GENERAL NOTICES

The office, class-room and students' residence are at Gertrude House, 54 Scott Street.

The Institute will be open at 1 p. m. Tuesday, September 19, 1916. All students are expected to register at this time. Classes will be organized at 3 p. m.

Classes meet four afternoons every week during the school year, and four mornings a week when students are not assisting in the morning kindergartens.

Students will be required to make up all recitations or class requirements lost through absence, either by taking private lessons from tutors selected by the Institute, or by doing a certain amount of extra prescribed work, with written abstracts. Extra charges will be made for private tutoring. Students entering late must be responsible for making up the work they have missed.

Practice teaching required in minimum course, thirty-six weeks. All absences from the above amount must be made up during vacations or at the close of the school year.

All students are required to be present at exercises on "Class Days." Absence from the same deducts seriously from class records.

Attendance is expected at all classes and at kindergartens for required teaching on closing days and opening days, before and after school vacations.

### Lectures

The students have from time to time the privilege of attending both single lectures and courses by well-known specialists on Art, Social, Civic and Child Welfare topics. Frequently studies will be made of the great musical masterpieces with special relation to the programs of the Chicago Symphony Orchestra (founded by Theodore Thomas).

## THE STUDENTS MAKE THE RULES WHICH GOVERN STUDENT LIFE

The Student Government Association was organized in 1908, the faculty and students desiring to establish individual and community responsibility in the life and conduct of Gertrude House and the Institute. The general purpose of the organization is to preserve a high standard of womanhood and to promote a spirit of co-operation with the Faculty and to give training in self-government. Authority is vested in an executive board consisting of representatives from all the classes. All non-official members of the Training School and all non-official residents of Gertrude House are members of the Student Government Association and therefore subject to its constitution.



THE CORRIDOR





STUDENT'S ROOM

## THE FELLOWSHIP CLUB

### **Gives You a Perpetual Interest in the Institute and Its Activities**

As a student of The Chicago Kindergarten Institute you are eligible to membership in the Fellowship Club which is composed of the alumnae and students of the school.

This Club enables both the alumnae and the undergraduate students to keep in touch with the work and with each other.

The Fellowship Club is governed by a board consisting of representatives from each of the classes, one member from the faculty, and one from among the graduate students. The Club issues a semi-annual paper for the alumnae, and is a branch of the International Kindergarten Union.

# CALENDAR

1916-1917

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Registration of Students	1:00 to 3:00 p. m., Tuesday,	Sept. 19, 1916
Organization of Classes	3:00 p. m., Wednesday,	Sept. 20, 1916
Thanksgiving Holidays	{ 4:30 p. m., Wednesday, 8:30 a. m., Monday,	Nov. 29, 1916 Dec. 4, 1916
Christmas Holidays	{ 4:30 p. m., Thursday, 8:30 a. m., Tuesday,	Dec. 21, 1916 Jan. 2, 1917
Easter Holidays and Spring Vacation	{ 4:30 p. m., Thursday, 8:30 a. m., Monday,	April 5, 1917 April 16, 1917
School Closes	4:30 p. m., Friday,	June 8, 1917

## CLASS DAYS

Opening Day	3:00 p. m., Tuesday,	Sept. 19, 1916
Thanksgiving Exercises	2:30 p. m., Wednesday,	Nov. 29, 1916
Christmas Exercises	2:30 p. m., Friday,	Dec. 22, 1916
New Year Exercises	2:00 p. m., Tuesday,	Jan. 2, 1917
Easter Exercises	2:30 p. m., Thursday,	April 5, 1917
Annual Exercises	To be announced	
Class Day	To be announced	
Closing Day	Friday,	June 8, 1917



## CALENDAR.

## CALENDAR.



C43H  
1917/18

# CHICAGO KINDERGARTEN INSTITUTE

UNIVERSITY OF ILLINOIS LIBRARY

JAN 25 1921

1917  
1918

UNIVERSITY OF ILLINOIS  
JUL 1 5 1917

Administrative Library









Established 1894

Incorporated 1913

# CHICAGO KINDERGARTEN INSTITUTE

## DIRECTOR

MRS. MARY BOOMER PAGE

## ASSOCIATE DIRECTORS

MISS ANNE ELIZABETH ALLEN

MISS MARY LINCOLN MORSE

MISS J. JANET HOFFMAN

## ADVISORY DIRECTORS

MRS. ETHEL ROE EICHHEIM

MISS CAROLINE C. CRONISE

## TEMPORARY HEADQUARTERS

Training School and Office

Room 925 Fine Arts Building

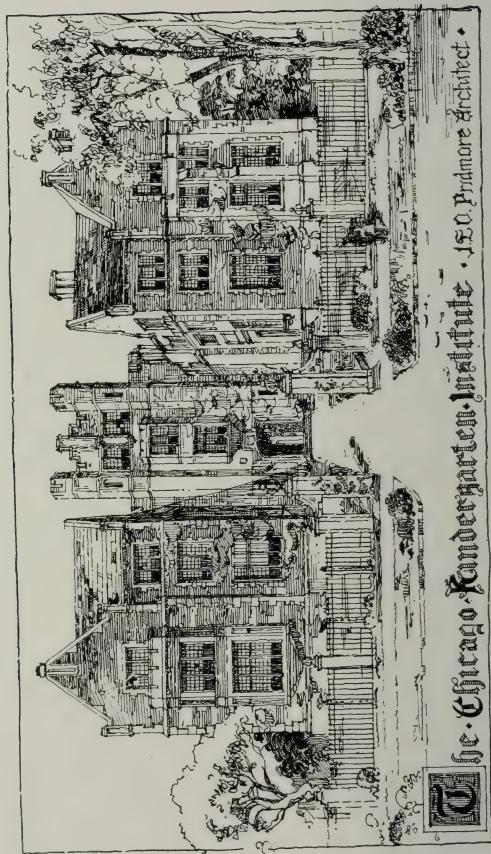
410 So. Michigan Blvd.

Chicago

## HOME

Gertrude House, 701 Rush Street

1917-1918



“Proposed New Building”

To be located near Lake Michigan and Lincoln Park, North Side, Chicago.

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CHICAGO KINDERGARTEN INSTITUTE

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Students' Home, Gertrude House

CHICAGO KINDERGARTEN INSTITUTE SOCIETY  
(Incorporated)

OFFICERS

President, Mrs. Ellen M. Henrotin  
Vice-President, Mrs. Mary Boomer Page  
Treasurer, Mr. E. C. Wentworth  
Secretary, Mrs. Ethel Roe Eichheim  
Chairman, Executive Committee, James R. Angell.

BOARD OF DIRECTORS

Prof. James R. Angell	Miss Anne Elizabeth Allen
Mr. E. C. Wentworth	Mrs. Ethel Roe Eichheim
Canon Charles Winfred Douglas	Miss Mary Lincoln Morse
Mrs. Margaret Drier Robbins	Mrs. Mary Boomer Page
Miss Helen K. Mills	Mrs. Louise S. Dresden
	Miss Caroline C. Cronise

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Matz, Fisher & Boyden, Consulting Attorneys  
Miss Laura A. Welch, Building & Endowment Secretary

ANNOUNCEMENT

The Chicago Kindergarten Institute takes pleasure in announcing that it has been most fortunate in securing unusual accommodations for its Headquarters for the ensuing year.

*Fine Arts  
Building*

*Location*

The rooms formerly used by the Chicago College Club will be the Headquarters for lectures, class rooms, and office of the Institute. The building is one of the most desirable in the city. It is located at 410 South Michigan Boulevard (near Van Buren Street) and faces Lake Michigan. The rooms secured are on the ninth floor (numbers 925 to 928). This floor is mainly occupied by the Chicago Woman's Club. The new Headquarters will be used by the Institute until such time as its new building will be ready for occupancy. The great desirability of this location is that it is easily and quickly reached from all parts of the City.



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CHICAGO KINDERGARTEN INSTITUTE

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A Class Day—Outdoor Games.



## HISTORY

The basic idea of the Chicago Kindergarten Institute originated during the summer of the Chicago Columbian Exposition as a result of the inspiration given by Fräulein Annetta Schepel, from the Pestalozzi Froebel Haus in Berlin. Later a visit to the Pestalozzi Froebel Haus itself gave added impetus to the idea and the Chicago Kindergarten Institute took permanent form in the fall of 1894. From its inception it has had two departments:

The Chicago Kindergarten Institute itself, a training school for teachers of kindergarten and elementary grades.

The Gertrude House, a home for students.

The Chicago Kindergarten Institute was first located on the south side midway between the University of Chicago and its Social Settlement near Ashland Avenue. In 1902, it was transferred to the north side, where it has occupied a commodious building at 54 Scott Street up to the present time.

The building being required by its new owner for other purposes, a new location with a building more adequately adapted to modern methods is being planned. Because of the unsettled times produced by the oncoming of the war, the building is delayed and temporary quarters are to be used this coming year.

## SCHOOL CALENDAR

1917-1918

Registration of Students

1:00 to 3:00 P. M., Tuesday, Sept. 18, 1917

Organization of Classes

3:00 P. M., Tuesday, Sept. 18, 1917

Thanksgiving Holidays

4:30 P. M., Wednesday, Nov. 28, 1917

8:30 A. M., Monday, Dec. 3, 1917

Christmas Holidays

4:30 P. M., Friday, Dec. 21, 1917

8:30 A. M., Wednesday, Jan. 2, 1918

Easter Holidays and Spring Vacation

4:30 P. M., Thursday, March 28, 1918

8:30 A. M., Monday, April 8, 1918

School Closes

4:30 P. M., Wednesday, June 5, 1918

## CLASS DAYS

Opening Day

3:00 P. M., Tuesday, Sept. 18, 1917

Thanksgiving Exercises

2:30 P. M., Wednesday, Nov. 28, 1917

Christmas Exercises

2:30 P. M., Friday, Dec. 21, 1917

New Year Exercises

2:00 P. M., Wednesday, Jan. 2, 1918

Easter Exercises

2:30 P. M., Thursday, March 28, 1918

Annual Exercises

To be announced

Class Day

To be announced

Recognition Day

2:30 P. M., Wednesday, June 5, 1918

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CHICAGO KINDERGARTEN INSTITUTE

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TEACHING STAFF FOR 1917-1918

MRS. MARY BOOMER PAGE

Froebel's Philosophy of Education  
Principles of Education and Meth-  
ods in Relation to the Kinder-  
garten (second year)  
Kindergarten Curriculum  
Psychology of Plays and Games

MISS ANNE ELIZABETH ALLEN  
Supervisor of Kindergartens

Rhythm  
Supervisor's Conferences

MISS MARY LINCOLN MORSE

Literature: Stories  
Principles of Education (first  
year)  
Play Materials  
History of Education (Introduc-  
tory)

MISS J. JANET HOFFMAN

Games (first year)  
Manual Arts  
Woodwork  
Home Activities  
Laboratory Tests

PROF. JAMES R. ANGELL

Dean of the Senior Colleges, University of Chicago  
and Assistants

Psychology

PROF. EARL BARNES  
Philadelphia, Pa.

History of Education

MISS LOUISE ST. JOHN WESTERVELT  
(Columbia School of Music)

Vocal Music

MR. ARTHUR OGLESBY

Instrumental Music

MRS. MABEL KELLOGG RICH

Art

TEACHING STAFF FOR 1917-1918—(Continued)

DR. H. S. PEPOON

(Lecturer, Academy of Natural Science; Botany  
Department, Lake View High School)  
Natural Science

MISS ELSIE A. WYGANT

(College of Education, University of Chicago)  
Elementary School Curriculum

MISS ELIZABETH ROSS SHAW

(Specialist, Mental Measurement, Evanston, Ill.)  
Mental Development

MISS MARY WOOD HINMAN

Folk Dancing

GERTRUDE HOUSE, STUDENT HOME

House-Mother

MRS. HARRIET DENISON HALL

LECTURERS FOR 1917-1918

PROF. JAMES R. ANGELL

(Dean of Senior Colleges, University of Chicago)

PROF. EARL BARNES

Philadelphia, Pa.

MISS FLORA C. COOKE

(Principal F. W. Parker School)

MR. C. W. DOUGLAS

(Canon of Fond du Lac Cathedral)  
History of Music

PHILIP SCHUYLER DOANE, M. D.

Chicago

DR. and MRS. LUTHER HALSEY GULICK

New York City

MISS MARY E. McDOWELL

(University of Chicago Settlement)

MRS. RAYMOND ROBINS

(National President of Woman's Trade Union League)

ARTHUR ATWELL SMALL, M. D.

Chicago

MRS. MARGARET J. STANNARD

(Garland School of Home Making, Boston)

DR. LINDSAY-WYNEKOOP

Physical Health of Children

Also other Specialists in Art, Social, Civic and Child Welfare  
Topics.

CHICAGO KINDERGARTEN INSTITUTE



Outdoor Student Assembly.

“WE ARE LABORERS TOGETHER WITH GOD”

Co-workers we are with Him! Were He to ask,  
“Come, star with me the spaces of my night,  
Or light with me tomorrow’s sunset glow,  
Or fashion forth the crystals of my snow,  
Or teach my sweet June-roses next to blow,”—  
O rare beatitude! But holier task,  
Of all His works of beauty fairest-high,  
Is that He keeps for hands like ours to ply!  
When He upgathers all His elements,  
His days, His nights, whole eons of his June,  
The Mighty Gardener of the earth and sky,  
That to achieve towards which the ages roll,  
We hear the Voice that sets the spheres a-tune,—  
“Help me, my comrades, flower this little *Soul!*”

—W. C. GANNETT.



## FOREWORD

There is no appeal more demanding than the appeal of the immature to the mature. Such an appeal is made to every young woman who comes in contact with children. Even from the thoughtless, a child's trust, a child's faith, a child's insistent demand bear fruit in womanly development. From the thoughtful, it demands the skilled service of an all around human being.

Today, as never before, the world needs skilled service. Such service requires of a woman, that her life shall have as serious a purpose as a man's, and that in carrying on her work, whether in the class room, in the home, as a citizen in a civic community or as a patriot serving her country, "she share in the grasp of mind, the discipline of soul which come from the scientific spirit;" it demands of her "intelligent, efficient organization of work by scientific methods." Today, as never before, we owe to all children the foundation for adequate manhood and womanhood.

To be a teacher of the race is of eternal worth; it is to participate in the making of men. To be a teacher of young children is to share in the early flowering of a human soul.



Kindergarten Patriotism. No one is too little to learn how to make a garden

## THE KINDERGARTEN AS A CAREER FOR WOMEN

EVERY young woman, whatever her position in life, should be fitted to earn her own living. Only when she is prepared to offer society a fair equivalent in skilled service for her support and opportunity can she begin to think and act as an independent human being. Even if she is never obliged to earn her own living in the world's markets, she will still find the ability to do so a source of constant strength and power through her life. She will be a better mother and a better citizen because she knows practically how men and women are shaping the social and material world and their own lives through mutually helpful work. But if, through lack of means or through those financial disasters which are liable to overtake anyone, she is thrown upon her own resources, having had simply a good education in a high school or college, she must face the problem of self-support unprepared. She is like a hunter facing the forest with bare hands.

In selecting her vocation a young woman must consider, as her brothers must do, the probable demand for the work she fancies, its remuneration, its healthfulness, its effect on the character, the social opportunities it offers, and the chance it will give her to work out her ideals and serve her generation worthily. But she has another consideration which her brother does not have to meet. If she marries, her work is very likely to be interrupted and she must take up the activities that gather around a home. She must then, in selecting a career, give the preference to such work as will meet the first conditions and not unfit her for the career of wife and mother.

In the whole range of occupations open to women, that of the kindergartener probably meets these re-

quirements more fully than any other. First, as to demand: In all the States of the Union the kindergarten is being steadily developed as an integral part of the school system. Thousands of teachers must be provided, and, as a large majority of kindergarten teachers marry, their numbers must be constantly recruited from new candidates. No able kindergartner need want for employment today and her future work is as assured as any occupation can be. Second, remuneration: The remuneration is good. From the first, the well prepared kindergartner can command from \$50 to \$60 a month, and as supervisor or trainer she may more than double this salary. Third, healthfulness: While exacting, the work is healthful, the hours are short compared with those of clerical work; there are two free days in each week and the long summer vacation. Fourth, effect on character and social opportunities offered: The work is steadily and deeply educative; the little children appeal to all that is womanly in the teacher, and such is the emphasis laid on social development in the kindergarten, that women who have had kindergarten experience almost always become social leaders in the community.

But beyond all this, the kindergarten, unlike other forms of commercial and professional work which are open to women, fosters and develops all the tastes and interests that go to the making of an effective and happy home. There are no finer homes in America than those presided over by women who have taught for a time in kindergartens.

For success in kindergarten work, the candidate should have excellent health, an open and generous nature, good spirits and a genial interest in life. She should love little children and have a natural aptitude for winning their trust and a keen desire to understand their point of view. To these natural

qualities she should have added a good preliminary education equal to the ordinary high school course. Unless she can pass the examination for an ordinary teacher's certificate she will always be handicapped in her professional career.

On the intellectual side she should be well grounded in the history of education, psychology, and elementary sociology, and she should have an intimate and practical acquaintance with the principles and methods of the kindergarten. For highest success there must be added to this purely intellectual education the training of the feelings and emotions in the direction of loving service to humanity through little children. Much of the training should be given in connection with the children in actual kindergartens.

The Chicago Kindergarten Institute seeks to realize these aims, through its splendid curriculum, its strong faculty, and through its residence for students, in which is created an atmosphere of refined living, kindly helpfulness, and professional aspiration.

## CHICAGO'S OPPORTUNITIES

Chicago presents unusual opportunities for education. In addition to a long season of Grand Opera and symphony concerts, there are many recitals by the leading musicians of the world. The Art Institute offers frequent exhibitions of contemporary art, as well as a magnificent permanent collection. The best plays come to Chicago theatres, and the finest lectures are given here during the season.

There is, moreover, a wide field for the study of all forms of social science in schools and settlements. There are many centers for home and foreign mission work, and opportunities for the many lines of national and patriotic service.



CHICAGO KINDERGARTEN INSTITUTE  
FOR TEACHERS OF KINDERGARTEN AND ELEMENTARY  
GRADES

COURSES OF STUDY

The aim of the Institute is to present to students its training and ideals of life in such a manner as will develop the qualities of character essential to the successful kindergartner, so that in class-work, teaching of children and daily living, their lives shall be the sincere expression of an effort to attain these ideals.

Kindergarten and Elementary Course, three years.

Minimum Kindergarten Course, two years.

Home Making Course, one year.

Summer Session.

ENTRANCE REQUIREMENTS

Candidates for entrance should be eighteen years of age and possess sufficient maturity to undertake the training. They should also possess general culture, fine character, and a sympathetic interest in children.

An accredited high school course (equal to the standard of the Chicago high schools) or its equivalent, is essential. A physician's certificate of health must be presented upon entrance.

Students wishing to enter the Institute are requested to send for application blanks, which must be filled out carefully and returned with a credential letter. When possible, a personal interview is requested.

College education, travel, musical or artistic training are valuable assets to the kindergartner.

PROBATION

All students are accepted with the understanding that the first two months constitute a period of probation, and that only such students will be retained as candidates for the Diploma of the school as give evidence of ability to appreciate and fulfill their responsibilities.

## DIPLOMAS—CERTIFICATES—CREDITS

Upon satisfactory completion of the Two Years' Course a Diploma will be given to such students as have graduated from a four year high school course.

To students who are admitted without having graduated from a four years' high school course a Certificate will be given upon the satisfactory completion of the two years' course in the Institute.

Applicants, who have studied with graduates of the Institute, may enter to complete their training and credit will be given for all previous acceptable work.

*Credits and recognition will be given for all work satisfactorily completed.*

An exchange of credits has also been arranged between the Northwestern University and the Chicago Kindergarten Institute. Correspondence is solicited.

Institute Diplomas are honored by Boards of Education in Illinois, New York, California, Michigan, Indiana, and other States.

## STATE RECOGNITION

The Chicago Kindergarten Institute is accredited by the Examining Board of the State of Illinois. All graduates holding the Three Year Diploma for Kindergarten and Elementary teaching are thereby eligible without further examination for all Public School positions in kindergarten and first and second grades throughout the state.

## POSITIONS

The Institute, because of its high grade of training, has always been successful in assisting its graduates to desirable positions, in fact, the demand has exceeded the supply. It is to be understood, however, that positions are not guaranteed.



## CURRICULUM

### GENERAL EDUCATION

- \*Principles of Education.
- \*History of Education.
- \*Philosophy of Education.
- Educational Sociology.
- \*Psychology and Child Study.
- Ethics.

### RELATED PROFESSIONAL SUBJECTS

- \*Natural Science in Relation to Education.
- Music.
- Art.
- Child and School Hygiene.
- Physical Training.
- \*Elementary Curriculum.
- Literature.

### KINDERGARTEN EDUCATION

- \*Principles and Methods of Education applied to the Kindergarten.
- Play Materials.
- Manual Arts and Home Activities.
- \*Kindergarten Curriculum.
- Froebellian Literature.
- Montessori Methods.
- Observation and Student-Teaching.

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\*Students who complete this course satisfactorily and who desire to receive credits with a view to University work at the University of Chicago, may do so by conforming to the rules which govern unclassified students, viz., by obtaining the endorsement of a special examiner at the University and by the payment of the matriculation fee, \$5.00. (This is paid but once and entitles the student to continue work at the University at any time.) It also gives the general advantages of University membership, the use of libraries, certain lecture courses, public exercises, etc. Students should matriculate during first term.

## KINDERGARTEN AND ELEMENTARY COURSE, THREE YEARS

Educators now recognize the need for better preparation of teachers for Kindergarten and Elementary Grades. This demand can be met only by educating women to a higher and better type of womanhood.

A broad education must therefore be presented which will, first, be cultural in value, humanizing and developing in appreciation of the best standards of life; and, second, the plan offered for this course must provide opportunities for larger professional study and experience in teaching, which will deepen and enrich the lives of the students and greatly increase their efficiency. For Curriculum see page 24.

## MINIMUM KINDERGARTEN COURSE, TWO YEARS

The plan offered requires two years of 36 weeks each. This course meets the minimum qualifications of the present standard of professional training. The aim is to maintain the quality of work in accord with such ideals of education as will develop the most satisfactory teachers. For Curriculum of this course see page 21.

## SCHOOL OF HOME MAKING, ONE YEAR

The aim of the School of Home Making is to present a practical training in household activities sufficient to enable a young woman to undertake the care and management of a home with dignity, and with such efficiency as will not only guarantee its happiness, but also the health and comfort of all its members.

By the term Home Making is meant not only a working knowledge of marketing, cooking, hygiene, dietetics, cost of living, rearing of children, home nursing; a woman who has been well trained in home activities "ought to be a far more effective teacher, a more efficient manager or worker in the great variety of civic and social enterprises." Woman's work is not only that of practical efficiency but also "The Study of Right Living, the study of the importance, the utility, and the possible beauty of the common things of daily existence." For Curriculum see page 34.

#### SUPPLEMENTARY COURSE, ONE YEAR

Students who have had previous training, or partial training, and who wish to supplement such work, may enter this course at any time of the year. Particular care will be taken to place these students in such classes as seem most desirable. As many as forty different training schools have been represented in this course in the past.

#### CREDITS

The following credits are required for graduation from the Institute:

Kindergarten and Elementary Course, 3 years.....	30 credits
Minimum Kindergarten Course, 2 years.....	21 credits
Home Making Course, 1 year.....	Special credits
Summer session .....	Special credits

A credit means seventy-two periods of recitation or prepared work. Each period equals fifty minutes.

A half-credit means thirty-six periods of prepared work.

KINDERGARTEN AND ELEMENTARY COURSE

THREE YEARS (TWO TERMS EACH) 30 CREDITS

FIRST YEAR

Study of racial development and the history of the family; ethics and its place in education; study of modern homes in contrast to homes of former periods; the present-day adult interests—moral, mental, aesthetic and practical. Care of and play with small groups of children, as a basis for special observational development and to establish resourcefulness. Natural Science; Elementary Economics (household and social); Physiology and Hygiene; Principles governing life and their use in educational procedure; Music; Art; Social Welfare; Home Activities; Play Interests and Material (to develop resource and to arouse spirit of inquiry); Games.

Visit and assist in nurseries, hospitals and kindergartens. Conferences with Faculty for educational guidance.

SECOND YEAR

Principles of Education; Psychology and Child Study; Froebel's Mother play; Observation and Student Teaching; Children's Play Interests, Nature-interests, Story-interests; Manual Arts, Play-materials, Music, Games, and Rhythmic Dancing (to add training and deeper insight).

History of Education; Sanitation and Hygiene; Natural Science, Introductory Course in the Curriculum; Physical Training.

Student-teaching in kindergartens, elementary grades and hospitals. Visit schools, museums, etc.

Conferences with Directors and Supervisor.

Leadership in training-school games, Student Government, etc.

KINDERGARTEN AND ELEMENTARY COURSE—(Cont'd)

THIRD YEAR

Psychology and Child-Study; Study of Mental-Measurements and Mental Endowment; Elementary Curriculum; Kindergarten Curriculum; Educational Materials; Dramatic Arts for adult and child; Constructive Arts for adult and child; Literary Arts; Fine Arts; Music; Principles and Methods of Education; Natural Science; Biology; Physical Training; Educational Sociology; Conservation of Childhood; Health; Sanitation and Hygiene; Social Welfare; Eugenics; Philosophy of Education of Froebel compared with modern Educators.

Kindergarten and Elementary grade teaching.

Laboratory demonstration (household economics).

Class Conferences.

Faculty Conferences.

Festival (in charge of class).

To develop initiative—critical as to values and methods.



Young Americans in Parade

# MINIMUM KINDERGARTEN COURSE\*

## TWO YEARS

FIRST YEAR, TWO TERMS, 18 WEEKS EACH, TEN CREDITS

GENERAL EDUCATION	Periods
Principles of Education.....	36
Elementary Psychology and Child Study...	72
Ethics .....	24
History of Education (Introductory).....	12
General Lectures .....	18

## RELATED PROFESSIONAL SUBJECTS

Natural Science .....	36
Art .....	48
Music .....	36
Child and School Hygiene.....	36
Physical Training (Rhythm, Folk Dancing, General Games) .....	72
Literature .....	36

## KINDERGARTEN EDUCATION

Principles and Methods as applied to Kin- dergarten .....	24
Play Materials .....	36
Kindergarten Curriculum .....	12
Manual Arts and Home Activities.....	54
Froebelian and other Literature.....	36
Games in the Kindergarten.....	36
Supervisor's Conferences.....	18
*Observation and Student-Teaching (Mini- mum) .....	180

\*The Faculty reserve the right to readjust the Curriculum in relation to the need of each class.



MINIMUM KINDERGARTEN COURSE—CONTINUED\*

Second Year, Two Terms, 18 Weeks each, 11 Credits

GENERAL EDUCATION

Periods

History of Education (Advanced Course) ..	48
Educational Sociology .....	24
Psychology .....	36
General Lectures .....	18

RELATED PROFESSIONAL SUBJECTS

Natural Science .....	36
Art .....	24
Music .....	36
Child and School Hygiene .....	36
Laboratory Experiments .....	36
Physical Training .....	36
Literature .....	48
Elementary Curriculum .....	36

KINDERGARTEN EDUCATION

Principles and Methods as applied to Kindergarten .....	24
Play Materials .....	48
Kindergarten Curriculum .....	48
Montessori Methods .....	12
Manual Arts .....	36
Wood Work .....	18
Froebelian and other Literature .....	36
Games in the Kindergarten .....	12
Supervisor's Conferences .....	18
Observation and Student-Teaching .....	180

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\*Student teaching is required according to the needs of the individual.

## SUMMARY OF SUBJECTS OFFERED IN MINIMUM KINDERGARTEN COURSE OF TWO YEARS

### HISTORY OF EDUCATION

48 Periods

In this work an attempt is made to examine the great periods in human history with a view to determining their informing ideas and ideals, and the means people used, consciously or unconsciously, to perpetuate their ideals in their children. To give the feeling of the periods studied, extracts are presented from original writings. On these materials the students are required to pass individual judgments, and then, through discussions, they are led to larger comparisons and generalizations. Educational reformers and theories are studied in their relation to the life out of which they have developed.

### EDUCATIONAL SOCIOLOGY

24 Periods

In this work a study is made of formal education, considered as a factor in the whole group of social activities. The support, supervision, and limits of school work are studied. In addition to this, a study is made of the groups of activity that form opinion and determine conduct, family life, society, political activity, work and recreation. Churches and the press are examined as educational agencies.

### PSYCHOLOGY

48 Periods

This course affords an introduction to the basal facts and principles of modern psychology. The work will be conducted by means of lectures, textbook readings and recitations. After the more rudimentary materials have been mastered, attention will be directed to the practical bearings of Psychology upon the work of teaching. Students will be encouraged to make systematic observations upon the mental and physical characteristics of children.

### CHILD STUDY

24 Periods

Observation and student-teaching will be the basis of the course in Child Study. The study of Froebel's Mother Play book will be closely related to this course through observation

and interpretation. Special lines of psychological investigation will show how principles of mental development underlie both child and adult thinking.

#### MENTAL DEVELOPMENT

12 Periods

This course is intended to clarify and classify the student's experiences of human nature under the headings of twelve chief phases of modern psychology. In the simplest possible language, and by means of charts, models, specimens and experiments, the student is led to feel the fact that the science of human nature is based on many other sciences (for instance, that genetic psychology rests on embryology, and social psychology rests on anthropology) and to see the intimate connection of all these branches of knowledge. Without burdening the mind with useless details, the course aims to provoke thought, interpret daily experience and stimulate lifelong reading along these lines.

#### PRINCIPLES OF EDUCATION

36 Periods

A brief course centering about such educational principles as are necessary for an insight into present-day aims and means of education. In addition the course includes a careful study of the various phases and stages of development shown through the periods of infancy and childhood. References: The Educative Process, Bagley; Education, Thorndike; Principles of Education, Bolton; Talks to Teachers, James; Mental Development, Dewey.

#### ETHICS

24 Periods

A brief outline of some of the most important principles of ethical doctrine will be presented: Character and Conduct, Moral Judgment; Institutions, Customs, Duties, Virtues and Standards will be discussed.

#### NATURAL SCIENCE IN RELATION TO EDUCATION

72 Periods

An investigation and study which shall aim to determine the best ways of utilizing our nature environment in elementary school work. The study will include a consideration of: 1. Aims in elementary education; 2. The nature of children's interests in their environment; 3. How these interests

are generated; 4. A study of the materials and phenomena common to our nature environment. This will include, (a) Plant Life, (b) Animal Life, (c) Rocks, Minerals and Soils, (d) Climate. What each may contribute to elementary school work; the relation that needs to be established between this material and the child to insure this contribution. The work will involve two aspects:

1. Regular class exercises, requiring observation, experiments, and expression, involving special studies of these materials.

2. A summary study which will aim to determine the relation of the facts acquired in this class study to elementary teaching, and the essential method of procedure in establishing these relations.

#### MUSIC

72 Periods

This course extends over a period of six months in both Junior and Senior years. The work includes the singing of simple songs in chorus and individually, the playing of simple piano numbers, the analysis of the songs and the elements of form and composition. Students will be given credit for previous work which is satisfactory. Those who have had no musical training will be expected to fulfill the requirements, making up their deficiencies when necessary by taking private lessons.

#### Requirements:

Ability to play rhythmically and with accuracy songs for the Kindergarten and music for Rhythm work corresponding in difficulty to the "Rhythm of Childhood" by Crawford and Fogg or "Rhythm for the Kindergarten" by Herbert Hyde.

Voice of range and quality sufficient for vocal presentation of songs for children. Ability to sing short scale and interval exercises, true to pitch.

#### ART

72 Periods

This includes instruction in modeling, color-work, free-hand perspective, blackboard drawing, free-hand cutting, principles of design and composition with special relation to their application in kindergarten.

CHILD AND SCHOOL HYGIENE

72 Periods

The course presents the conditions which determine health, first, of the individual adult, and, second, with reference to the special needs of childhood.

The essential aspects of health and hygiene which are discussed are as follows: Hygiene, an economic necessity; prevention of disease; protective measures, and the improvement of health conditions through sanitary control; the responsibility for care of children's health and how maintained; the relation of personal health to group life.

The Red Cross Courses (elective) include First Aid and Home Nursing.

These standard courses receive Government recognition.

PHYSICAL TRAINING

108 Periods

(A physician's certificate of health must be presented before entering this course.)

This course embraces Games, Folk Dancing, Rhythmic Training, Hygiene, Physical and Respiratory exercises.

A study will be made of games suitable to the kindergarten, together with practice in playing them. Folk-dancing and rhythmic exercises will receive special attention. Physical exercises are given from the standpoint of health. The care of little children and the health of the teacher will be discussed by experts.

ELEMENTARY SCHOOL CURRICULUM

36 Periods

This course will deal particularly with: (a) The principles underlying a course of study in social occupations in relation to ethical development and the acquisition of knowledge; (b) Discussions of the methods of teaching History, Geography, Science, English, Mathematics, etc., in the light of a scientific theory of education. Observation and student assistance in the Francis W. Parker School is required.

LITERATURE

84 Periods

A study of various types of literary materials from the standpoint of literary sources and literary content. In connection with the definite purpose of increasing the student's



appreciation of good literature, this course aims to establish (1) standards in selecting and grading children's Rhymes, Poems, and Stories; (2) standards of Story Telling.

#### PRINCIPLES AND METHODS OF EDUCATION APPLIED TO

132 Periods

KINDERGARTEN AND PLAY MATERIALS

The study and use of Play Materials is an outgrowth of the course in Educational Principles showing its application to Play Materials devised by Froebel.

#### FROEBEL'S PHILOSOPHY OF EDUCATION AND LITERATURE

72 Periods

A study of the principles underlying the meaning and purpose of education, based upon Froebel's Education of Man and Froebel's Mother Play, together with reference reading from Mackenzie's Manual of Ethics, Pedagogics of the Kindergarten and Froebel's Education by Development.

#### HISTORY OF EDUCATION (Introductory)

12 Periods

This course deals with: (a) the lives, the setting, and the writings of Pestalozzi and Froebel; (b) the educational principles the Elementary School owes Pestalozzi; (c) the educational principles the Kindergarten owes Froebel.

#### KINDERGARTEN CURRICULUM

60 Periods

The aim of the course in the first year is to enable the student-teacher to "see the developing child and the means for his development as parts of one process." These two aspects form the basis for discussion. They enable the student to discern the principles and methods which guide in the selection of further educative experiences in childhood. Tentative plans are made.

In the second year the study of the principles underlying the kindergarten program or curriculum are considered in relation to education in general in order that the student may discover the same fundamental factors operative. Different principles of selection and organization of materials are compared in order that the changing and advancing needs of particular groups of children may be more adequately met.



The activities and interests of childhood are studied in relation to standards of growth. They form the basis of organization of subjects and materials. The Montessori Method is presented briefly, in comparison with the kindergarten, in order that an intelligent appreciation may be gained of the work and motive of the founders of both methods.

#### MANUAL ARTS AND HOME ACTIVITIES

108 Periods

Courses will be given in basketry, weaving and woodwork, in the use of nature materials, in kindergarten occupations, cardboard and paper construction work.

The aim is to present their educational value, and their relation to the growth of capacity in children.

In addition, a group of studies will be conducted in the industrial and household arts, with laboratory and classroom experiments relating to special problems.

#### OBSERVATION AND STUDENT-TEACHING

360 Periods

Observation in accredited Kindergartens and Schools, in Nurseries and Hospitals, is arranged before teaching is permitted.



Domestic Science in its Beginnings

In the Two Years' Course a minimum of one year of student-teaching is required. This requirement is adjusted according to individual needs.

All absences must be made up.

In the Three Years' Course, when in the judgment of the Directors and Supervisor, more teaching is desirable, suitable arrangements will be made.

Opportunities for Observation and Student-Teaching are offered in public and private kindergartens and settlements in the city and suburbs; also in the School of Education, F. W. Parker School, Chicago Latin School; Nurseries, Convalescent Wards in Children's Hospitals.

#### SUPERVISOR'S CONFERENCES

36 Periods

Frequent conferences with the Supervisor and other members of the Faculty are required for complete co-operation, mutual understanding, and progress.

#### KINDERGARTEN DIRECTORS' CONFERENCES

##### FORTNIGHTLY SESSIONS

The Directors of Kindergartens co-operating with the Institute meet for the discussion of educational problems involved in their daily work with children and assistant teachers.

In addition to the able body of lecturers and teachers of the Chicago Kindergarten Institute, the high standard of its scholarship, and the wide scope of its work, social and educational (including as it does, experience in Settlements, Play Grounds, Schools, public and private) make it unique among training schools.

## CURRICULUM

### SCHOOL OF HOME MAKING

#### THE FAMILY:

History; Psychology; Ethics; Eugenics; Parenthood; Problems; Relation to Civic Life; Social Development.

#### THE CHILD:

Physical Care; Growth; Clothing and Food; Character Development; Surroundings; Art; Music; Stories; Games; Occupations; Mental and Moral Training.

THE HOME AND THE HOUSE:

Location; Equipment; Organization; Decoration.

FOOD:

Marketing; Cooking; Food Values; Cost of Food; Care of Food; Serving; Servants; Dietetics.

CLOTHING:

Selection; Cost; Care; Suitability; Beauty.

COST OF LIVING:

Accounts; Family Budget.

HYGIENE:

Hygiene of the House; Child Hygiene; Hygiene of the Mother; Emergencies; Home Nursing.

RACE WELFARE AND SOCIAL PROGRESS:

Civic Morality; Relation of Home to Producer, etc., to altruism, etc.

Opportunity will be afforded for observation and care of children, together with practical experiences in nurseries, kindergartens, hospitals, playgrounds, etc.

The laboratory for this course is at Gertrude House. The House is equipped for the distinct purpose of giving young women an opportunity to study Home Making in a practical manner, and to live together under wholesome conditions.

## CALENDAR

Three terms, of ten weeks each, comprise the course of study, beginning in October and ending in June. Tuition, per year, \$100.

"To be housekeeper, to be homemaker, to take from each part of life its offering of value and patiently weld them into a coherent whole"—that is the faculty of woman—"to make a city a home, to elicit from discordant elements a harmonious total of warm, charming, noble, livable life."

SEND FOR SPECIAL CIRCULAR

## TUITION

TUITION IS PAYABLE SEMI-ANNUALLY, SEPT. 18, 1917,  
AND FEB. 1, 1918.

### Three-Year Course

First two years, each year.....	\$120
Third Year.....	80
Minimum Kindergarten Course (two years), each year.....	120
Supplementary Course (one year).....	120
Non-Professional or Home Making Course...	100
Summer Session (four weeks).....	20
Registration (for all courses).....	5

Arrangements may be made for less than six months at the rate of \$20 a month or pro rata for single studies.

Text Books and Materials required in the various courses may be obtained at office of the Institute.

Use of Piano for practice, ten cents per hour.

Graduation expenses, five dollars per student.

No Tuition is refunded after the opening of the term.

Checks should be made payable to Chicago Kindergarten Institute.

Registration day, September 18, 1917. Hours, 1 to 3 p. m.

REGISTRAR, MISS LAURA A. WELCH.

AUDITOR, MR. EDWARD B. DAVIDSON.

## GERTRUDE HOUSE

HOUSE-MOTHER, MRS. HARRIET DENISON HALL

Gertrude House, the student home, is a unique residence for students frankly adapted from the home life established between Froebel and his students at Keilhau. Believing that all social virtues emanate from the home and family life, the house was named for Gertrude, the ideal mother and teacher in Pestalozzi's educational romance, "Leonard and Gertrude."

Being strictly an educational institution, the house is non-sectarian and democratic. Certain home duties are shared in common and house members participate in periodical house-meetings where ideals of home-making and daily living are discussed. The home life thus develops in the individual a fine and sincere regard for such ethical standards as are essential in group relationships; it also harmonizes and applies the cultural and practical ideas and standards set forth in the class room.

In recognition of the value of this training in character building, the Faculty wishes to give special recognition to each student according to the measure of her attainment.

The regular membership of the household is limited and all members are expected to enter for the year unless special arrangements are made beforehand to the contrary.

The dates of opening and closing the House are in accordance with those of the Institute.

Gertrude House is always open to kindergartners who may wish to make it their headquarters during visits to Chicago during the school year.

It is hoped that students will be able to take advantage of the many opportunities Chicago offers in its libraries, museums, concerts, theaters, operas, etc. Students will be allowed to receive visitors and go to entertainments on Saturdays and such Friday evenings as do not conflict with the house-meetings. Parents or guardians of each member of Gertrude House are requested to send a letter to the Dean stating their wishes in regard to the escorts whom the student may be allowed to accept. Students' parties to theaters or other evening entertainments must be under proper chaperonage, the chaperonage's expenses to be met by the party.

The regular living expenses (no laundry included) are based upon the lowest actual estimates for the school year, and are payable in four installments. September 18, December 3, February 1, and March 15.

Send for Special Circular.

The residence for students who desire delightful accommodations will be temporarily located at 701 Rush Street, corner of Huron.

The building is one of the fine, old houses of the North Side, formerly occupied by the family of Mr. Henry W. King. It is generous and hospitable in arrangement and well-lighted on every side. It is only ten minutes' walk from the shopping district of the city and very near the Lake Shore Drive.

Our new residence will be used until such time as the permanent home is ready for occupancy.



## GERTRUDE HOUSE

The School residence is called Gertrude House. The new home is at 701 Rush Street, in one of the finest old residential neighborhoods of the North Side. Built in the days of stately leisure and gentle high bred civility, the house preserves the spirit of its time. It is gracious, hospitable and charming; it is excellently adapted for a modern school residence by means of the care and money which have been put into it to make and keep it up to date.

The heating system is new and adequate to keep the whole building comfortable in the severest weather. The plumbing is new and in perfect condition. There are plenty of bath rooms, and abundant facilities for supplying hot and cold water.

One enters the house to find a wide hallway from which rises an old fashioned broad stairway reminiscent of belles on hoops and crinolines. On the left of the hall is the ball room, with mirrors and quaint chandeliers. On the right is the old library with fireplace, book closets, and tall book shelves that reach to the high ceilings.

Back of the library is a drawing room, which in turn opens on a small conservatory.

The dining room is at the back of the house, and here a generous hospitality is found. The room is large and comfortable, with high paneled ceiling and tapestried walls. The fireplace is wide and deep, built for blazing logs of the Yuletide sort.

The upper floors are given over to bedrooms, each one large, well lighted and ventilated.

On the whole, the house is a fitting residence for a school founded on the theory that home making is a woman's fundamental business. It greets the visitor with a spirit of cordiality and gives an ample measure of its shelter and comfort.

## GENERAL NOTICES

The Office and Class rooms are located 925 Fine Arts Bldg.

Gertrude House, the Student Home, is at 701 Rush St.

The Institute will be open at 1 p. m. Tuesday, September 18th, 1917. All students are required to register at this time. Classes will be organized at 3 p. m.

Classes meet four afternoons every week during the school year, and four mornings a week when students are not assisting in the morning kindergartens.

Students will be required to make up all recitations or class requirements lost through absence, either by taking private lessons from tutors selected by the Institute, or by doing a certain amount of extra prescribed work, with written abstracts. Extra charges will be made for private tutoring. Students entering late must be responsible for making up the work they have missed.

All absences from the required practice teaching must be made up during vacations or at the close of the school year.

All students are required to be present at exercises on "Class Days." Absence from the same deducts seriously from class records.

Attendance is expected at all classes and at kindergartens for required teaching on closing days and opening days, before and after school vacations.

## LECTURES

The students have from time to time the privilege of attending both single lectures and courses by well-known specialists on Art, Social, Civic and Child Welfare topics. Frequently studies will be made of the great musical masterpieces with special relation to the programs of the Chicago Symphony Orchestra (founded by Theodore Thomas).

## STUDENT GOVERNMENT

### THE STUDENTS MAKE THE RULES WHICH GOVERN STUDENT LIFE

The Student Government Association was organized in 1908, the faculty and students desiring to establish individual and community responsibility in the life and conduct of Gertrude House and the Institute. The general purpose of the organization is to preserve a high standard of womanhood and to promote a spirit of co-operation with the Faculty and to give training in self-government. Authority is vested in an executive board consisting of representatives from all the classes. All non-official members of the Training School and all non-official residents of Gertrude House are members of the Student Government Association and therefore subject to its constitution.

## THE FELLOWSHIP CLUB

### MAINTAINS A PERPETUAL INTEREST IN THE INSTITUTE AND ITS ACTIVITIES

Students of the Chicago Kindergarten Institute are eligible to membership in the Fellowship Club which is composed of the alumnae and students of the school.

This Club enables both the alumnae and the undergraduate students to keep in touch with the work and with one another.

The Fellowship Club is governed by a Board consisting of representatives from each of the classes, one member from the Faculty, and one from among the graduate students. The Club issues a paper bi-monthly for the alumnae. The club is a branch of the International Kindergarten Union.

## STUDENT MOBILIZATION

The students of the Institute have recently mobilized for the purpose of promoting *physical fitness* and *personal efficiency* in order that they may add to their regular academic program some form of civic or mili-

tary relief work. They have adopted the mobilization plan inaugurated by the students of Goucher College and later adopted by the students of Wellesley College.

To promote *physical fitness* the plan arranges for regularity in habits of eating; sleeping; bathing; proper dress; and one hour each week of military drill in addition to the regular hours of exercise. To promote *personal efficiency* special attention is given to orderliness of rooms and personal belongings; conscientious planning of each day's program; and the adoption of a specific form of civil or military relief work.

The drill is planned to develop proper position and carriage of the body; endurance; self-control; and the ability to respond quickly to commands. It has no relation to tactical instruction.



Outdoor Student Drill

SENIOR CLASS, 1917

- GLADYS M. BEYERS, Evanston, Ill.  
ETHYL BISHOP, Hinsdale, Ill.  
MARGARET R. BLAIR, Evanston, Ill.  
MARION FRANCES BROWN, Madison, Wis.  
ELEANOR CLEVELAND, Rockford, Ill.  
JANE E. COLEMAN, Saginaw, Mich.  
KATHERINE CARLISLE CHURCH, Saginaw, Mich.  
PHYLLIS C. CUMMINGS, Monroe, La.  
LIDA E. GAYLORD, Lincoln, Neb.  
ELIZABETH GOODMAN, Oak Park, Ill.  
BERTHA HAMPE, Rock Rapids, Iowa.  
HOPE HANSON, Des Moines, Iowa.  
GRACE HEYWOOD, Berwyn, Ill.  
ALICE JAMES, Chicago, Ill.  
MABEL M. JOHANSEN, Carthage, Ill.  
MABEL L. LOBER, Chicago, Ill.  
EFFIE M. LOUDEN, Fairfield, Iowa.  
RUTH M. LUMPP, Chicago, Ill.  
EDITH MADDOX, Chicago, Ill.  
MABEL H. MARTIN-DUTT, Chicago Heights, Ill.  
MARION MEGINNITY, Chicago, Ill.  
JENNIE D. PARSONS, Chicago, Ill.  
FLORENCE J. PRICE, Lima, Ohio.

SENIOR CLASS 1917—Continued

MARGARET M. POTTER, Chicago, Ill.  
HELEN D. REDMUND, Chicago, Ill.  
BETH A. ROSS, Winona, Minn.  
ROSELLE M. RUTHERFORD, Columbus, Ohio.  
CHARLOTTE F. SMITH, Chicago, Ill.  
ISADORE THOMAS, Chicago, Ill.  
ATHALENE R. TOWLE, Chicago, Ill.  
SARAH TREDWELL, Chicago, Ill.  
DOROTHY KATHERINE WEISKOPF, Kenosha, Wis.  
WINIFRED KEENER WEEDON, Wilmette, Ill.  
BERNICE M. WOODWORTH, Chicago, Ill.  
HELOISE WYNNE, Chicago, Ill.  
GWLADYS M. WYNNE, Chicago, Ill.

JUNIOR CLASS, 1917

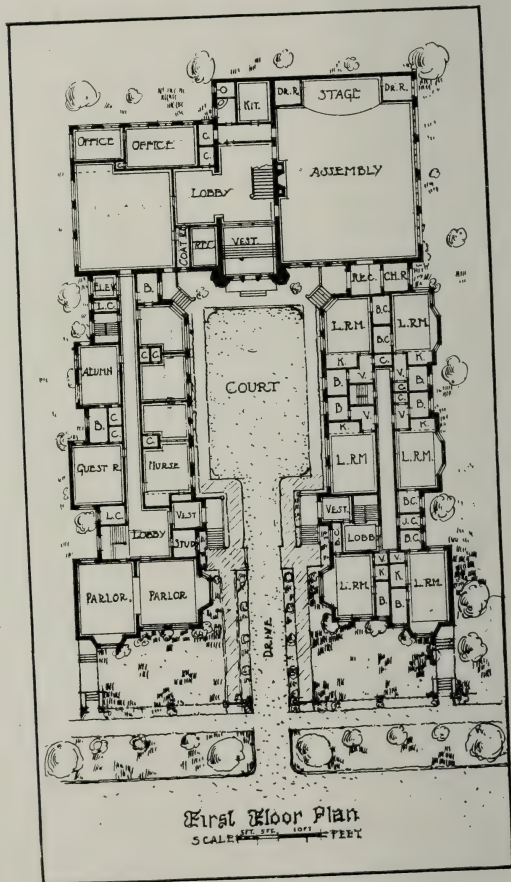
JEANETTE ALBINI, Chicago, Ill.  
ARLINE BOLTER, Chicago, Ill.  
HELEN CASEY, Davenport, Ia.  
CATHERINE COUGHLIN, Carthage, So. Dak.  
LOIS CRANE, Saginaw, Mich.  
HARRIET DAHLMAN, Chicago, Ill.  
LOUISE DE ROCHER, Oldtown, Maine.  
HELEN DOUAIRE, Chicago, Ill.  
RUTH DOUGHERTY, Evanston, Ill.  
JEANNE FELDMANN, Petoskey, Mich.



JUNIOR CLASS 1917—Continued

DORIS GRAVES, Seneca, Ill.  
VERA GILICK, Chicago, Ill.  
FLORENCE GRUBB, Chicago, Ill.  
EVELYN HANSON, Chicago, Ill.  
CATHERINE JOHNSON, Glencoe, Ill.  
CORR KROSHUS, Moorehead, Minn.  
BEATRICE LANTZ, Sunnyside, Wash.  
SHIRLEY LINDER, Chicago, Ill.  
KATHERINE MADDEN, Chicago, Ill.  
KATHERINE MAGILL, Chicago, Ill.  
BETTY MCCLENAHAN, Sharon, Pa.  
PAULINE NASON, Omaha, Neb.  
RUTH NEWHALL, Glencoe, Ill.  
ELIZABETH O'MEARA, Chicago, Ill.  
ADELINE PETERSON, Chicago, Ill.  
FLORENCE PETERSON, Chicago, Ill.  
GLADYS SEAGER, Rockford, Ill.  
LETTIE SNELL, Oak Park, Ill.  
HARRIETT STEPHENSON, Chicago, Ill.  
CHARLINE THOMAS, Chicago, Ill.  
FRANCES WEISKOPF, Kenosha, Wis.  
ELSIE WIEDERAENDERS, Wilmette, Ill.  
HELEN WINSLOW, Stevensville, Mont.  
MARIE YOUNG, Decatur, Ill.

# CHICAGO KINDERGARTEN INSTITUTE



Proposed New Building











918/19

# CHICAGO KINDERGARTEN INSTITUTE

1918  
1919







Established 1894

Incorporated 1913

# CHICAGO KINDERGARTEN INSTITUTE

## DIRECTOR

MRS. MARY BOOMER PAGE

## ASSOCIATE DIRECTORS

MISS ANNE ELIZABETH ALLEN MISS MARY LINCOLN MORSE

MISS J. JANET HOFFMAN

## HONORARY DIRECTORS

MRS. ETHEL ROE EICHHEIM MISS CAROLINE C. CRONISE

## TEMPORARY HEADQUARTERS

TRAINING SCHOOL, ASSEMBLY HALL AND

CLASS ROOMS

740 Rush Street

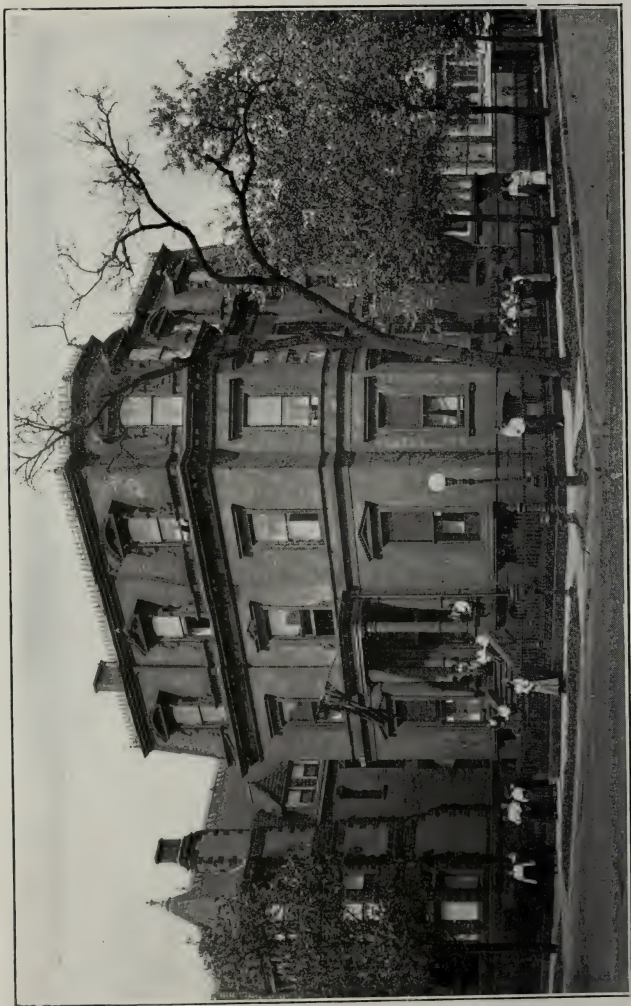
## HOME

GERTRUDE HOUSE

701 Rush Street

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1918-1919

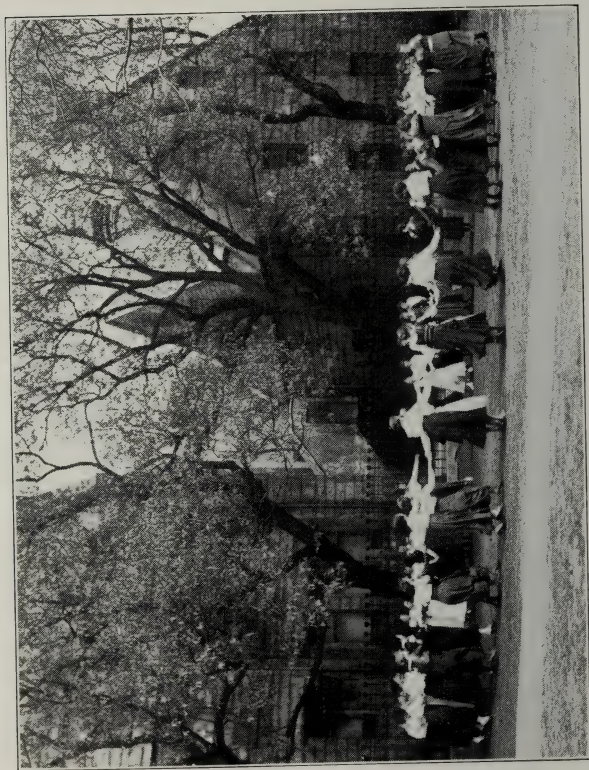


Headquarters, Gertrude House, 701 Rush Street



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A Class Day—Outdoor Games

CHICAGO KINDERGARTEN INSTITUTE SOCIETY  
(Incorporated)

OFFICERS

Honorary President—MRS. ELLEN M. HENROTIN  
President—MISS HARRIET E. VITTUM  
Vice-President—MRS. MARY BOOMER PAGE  
Treasurer—EDWARD C. WENTWORTH  
Secretary—MISS MARY L. MORSE  
Chairman Executive Committee—JAMES R. ANGELL

BOARD OF DIRECTORS

Miss Harriet E. Vittum	Miss Mary L. Morse
Mrs. Mary Boomer Page	Canon Chas. Winfred Douglas
Miss Caroline C. Cronise	James R. Angell
Mrs. Ethel Roe Eichheim	Rev. Chas. Frederick Wishart
Miss Helen K. Mills	Horace J. Bridges
	E. C. Wentworth

HOUSE COMMITTEE

Miss Harriet E. Vittum, Chairman	
Edward C. Wentworth, Treasurer	
Mrs. Mary B. Page, Secretary	
Mrs. William S. Hefferan	Miss Rachel Hamburger
Miss Evelyn Matz	Jervis O. Newton
James R. Angell	Horace J. Bridges
Mrs. Joseph Eisendrath	Edward F. Chapin

ANNOUNCEMENT

The Chicago Kindergarten Institute takes pleasure in announcing that the classes and assemblies will be held during the coming year in a modern fireproof building, only one block from the school residence, at 740 Rush street. This has been made possible through the co-operation of the Methodist Book Concern. The ample accommodations of Assembly Hall and adjoining rooms are most agreeable because unusually well lighted, large and quiet. The hallways are wide and the elevator service is most satisfactory. The building is less than a block from Chicago Avenue with its surface line cars and therefore accessible to the elevated railroad and the electric motor busses of the Drive. The shopping district of the city is only ten minutes distant. Through the expanding activities of the Institute, the Auditorium of St. James Parish House, 666 Rush Street, will also be used, thus centralizing all the work within one block.

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CHICAGO KINDERGARTEN INSTITUTE

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Graduating Class—1918

SCHOOL CALENDAR  
1918-1919

REGISTRATION OF STUDENTS

1:00 to 3:00 P. M., Thursday, Sept. 19, 1918.

ORGANIZATION OF CLASSES

3:00 P. M., Thursday, Sept. 19, 1918.

THANKSGIVING HOLIDAYS

4:30 P. M., Wednesday, Nov. 27, 1918.

8:30 A. M., Monday, Dec. 2, 1918.

CHRISTMAS HOLIDAYS

4:30 P. M., Friday, Dec. 20, 1918.

8:30 A. M., Thursday, Jan. 2, 1919.

MID-YEAR REGISTRATION

1:00 to 3:00 P. M., Feb. 3, 1919.

EASTER HOLIDAYS AND SPRING VACATION

4:30 P. M., Thursday, April 17, 1919.

8:30 A. M., Thursday, April 24, 1919.

SCHOOL CLOSES

4:30 P. M., June 11, 1919.

REGISTRATION OF STUDENTS FOR SUMMER SCHOOL 1918

9:00 A. M., July 1, 1918.

CLASS DAYS

OPENING DAY

3:00 P. M., Thursday, Sept. 19, 1918.

THANKSGIVING EXERCISES

2:30 P. M., Wednesday, Nov. 27, 1918

CHRISTMAS EXERCISES

2:30 P. M., Friday, Dec. 20, 1918.

NEW YEAR EXERCISES

2:00 P. M., Thursday, Jan. 2, 1919.

OPENING MID-YEAR TERM

Monday, Feb. 3, 1919.

EASTER EXERCISES

2:30 P. M., Thursday, April 17, 1919.

ANNUAL EXERCISES

To be announced.

CLASS DAY

To be announced.

VESPER SUNDAY

June 1, 1919.

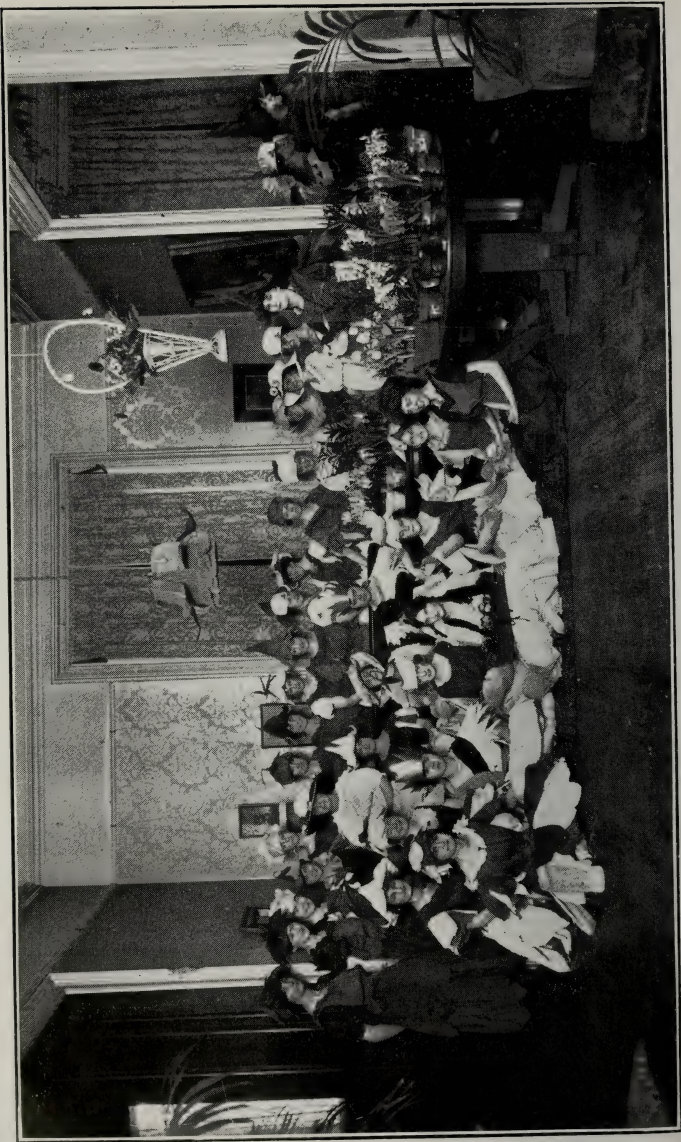
RECOGNITION DAY

2:30 P. M., June 11, 1919.

OPENING SUMMER SCHOOL SESSION

June 27, 1919.





Flower Market, Junior Class—1918



## HISTORY

The basic idea of the Chicago Kindergarten Institute originated during the summer of the Chicago Columbian Exposition as a result of the inspiration given by Fraulein Annetta Schepel, from the Pestalozzi Froebel House. Later a visit to the Pestalozzi Froebel House itself gave added impetus to the idea and the Chicago Kindergarten Institute took permanent form in the fall of 1894. From its inception it has had two departments:

The Chicago Kindergarten Institute itself, a training school for teachers of kindergarten and elementary grades. The Gertrude House, a home for students.

The Chicago Kindergarten Institute was first located on the south side midway between the University of Chicago and its Social Settlement near Ashland Avenue. In 1902, it was transferred to the north side, where it has occupied a commodious building at 54 Scott Street up to the present time.

The building being required by its new owner for other purposes, a new location with a building more adequately adapted to modern methods is being planned. Because of the unsettled times produced by the oncoming of the war, the building is delayed and temporary quarters are to be used at present.

From its inception twenty-four years ago, training for helpful work has been the aim of the Chicago Kindergarten Institute. That it might establish the scientific attitude of the student through practical application of executive methods it has maintained a training school which has adapted itself from year to year to modern ideas in the development of Kindergarten and Elementary grades. That it might foster the mutually helpful spirit needed outside of the school, a student home now situated on Rush Street was based on such co-operative, democratic principles as are essential to the standards and requirements of community living.

TEACHING STAFF FOR 1918-1919

MRS. MARY BOOMER PAGE

Ethics, Froebel's Philosophy of Education, Play Materials  
(Second Year), Kindergarten Curriculum, Psychology  
of Plays and Games, Management and  
Administration

MISS ANNE ELIZABETH ALLEN (On Leave of Absence)  
Supervisor of Kindergartens, Rhythm, Supervisor's  
Conferences

MISS MARY LINCOLN MORSE

Literature: Stories, Principles of Education (First Year),  
Play Materials, History of Education (Introductory)

MISS J. JANET HOFFMAN

Acting Supervisor of Kindergartens, Games, Manual Arts,  
Home Activities, Laboratory Tests

PROF. JAMES R. ANGELL

Dean of the Senior Colleges, University of Chicago  
and Assistants

PROF. L. W. WEBB

Northwestern University, Evanston  
Psychology

PROF. EARL BARNES

Philadelphia, Pa.

History of Education

MISS LOUISE ST. JOHN WESTERVELT

Columbia School of Music

Vocal Music

TEACHING STAFF, 1918-1919—Continued

MR. HERBERT E. HYDE

Civic Music Association

Rythmic Interpretation of Music

MRS. MABEL KELLOGG RICH

Art

DR. H. S. PEPOON

Lecturer. Academy of Natural Science, Botany Department,  
Lake View High School, Natural Science Lectures

MISS HELEN G. DWYER

Supervisor of Elementary Grades, Natural Science, Wood-  
work for Kindergarten and Elementary Grades, Ele-  
mentary School Curriculum, Principles and Meth-  
ods Applied to Kindergarten and Ele-  
mentary Grades

MISS ELSIE A. WYGANT

College of Education, University of Chicago  
Lectures on Elementary School Curriculum

MISS MARY E. ELY

Armour Practice School. Directed Observation and  
Conferences on Modern Child-Study Methods

DR. SARAH M. HOBSON, PH.D

Personal Hygiene and Public Health

MISS MARY WOOD HINMAN

Folk Dancing

T. S. SHEA, Sergeant, U. S. A.

Military Drill

Gertrude House, Student Home. House-Mother

MRS. HARRIET DENISON HALL

LECTURERS FOR 1918-1919

PROF. JAMES R. ANGELL

Dean of Senior Colleges, University of Chicago

PROF. EARL BARNES

Philadelphia, Pa.

DR. CHARLES FREDERICK WISHART

Chicago, Ill.

DR. LUTHER HALSEY GULICK

New York, N. Y.

DR. FREDERICK BUDLONG

Chicago, Ill.

C. W. DOUGLAS

Canon of Fond du Lac Cathedral, History of Music

MISS MARIE L. SHEDLOCK

London, England

MRS. PORTER LANDOR MCCLINTOCK

University of Chicago

MISS HARRIET E. VITTUM

Northwestern University Settlement, Chicago

MISS FLORA J. COOKE

Principal Francis W. Parker School

MRS. RAYMOND ROBINS

President, National Woman's Trade Union League

MRS. IRVIN McDOWELL

Woman's City Club

MRS. MARGARET J. STANNARD

Garland School of Home Making, Boston

DR. LINDSAY-WYNEKOOP

Council of National Defense

Also Other Specialists in Art, Social, Civic and Child  
Welfare Topics

FACULTY OF SUMMER SESSION, 1918  
LECTURERS

Subject: Looking Forward for Childhood Education

MISS LUCY WHEELOCK

Wheelock Training School, Boston, Mass.

MISS CAROLINE D. ABORN

Supervisor of Kindergartens, Boston, Mass.

MISS CATHERINE WATKINS

Supervisor of Kindergartens, Washington, D. C.

MISS PATTY S. HILL

Teacher's College, New York City

MISS ALICE TEMPLE

University of Chicago, Chicago, Ill.

MRS. MARGARET STANNARD

Boston, Mass.

MRS. ALICE O'GRADY MOULTON

Chicago, Ill.

Lectures and Excursions

Practical Art Problems in Home and Community, Embracing

Home Economics, House Plans, Architecture,

Decoration and Period Furniture

These Will Be Given By:

MISS EUPHROSYNE E. LANGLEY

Formerly of University of Chicago

OSCAR L. McMURRAY

Chicago Normal College, and

LORADO TAFT

Sculptor, Art Institute of Chicago

Illustrated by Stereopticon and Visits to the Various

Shops of the City



Efficiency Corps, Junior Class—1918



INSTRUCTORS

MRS. MARY BOOMER PAGE

Director Chicago Kindergarten Institute

MISS MARY L. MORSE

Associate Director Chicago Kindergarten Institute

MISS J. JANET HOFFMAN

Associate Director Chicago Kindergarten Institute

MRS. VIRGINIA SENSENEY MAXWELL

Wilmette, Ill.

MISS LOUISE ST. JOHN WESTERVELT

Chicago, Ill.

MISS EUPHROSYNE E. LANGLEY

New York, N. Y.

MISS HELEN G. DWYER

Community School, St. Louis, Mo.

Expert Speakers from National Council of Defense, Chicago

Out-of-Door Kindergarten

On the Grounds

Directed by MISS J. JANET HOFFMAN

## THE CHILDREN'S YEAR

There is no appeal more demanding than the appeal of the immature to the mature. Such an appeal is made to every young woman who comes in contact with children. Even from the thoughtless, a child's trust, a child's faith, a child's insistent demand, bears fruit in womanly development. From the thoughtful, it demands the skilled service of an all around human being.

Today, as never before, the world needs trained service. Such service requires of a woman, that her life shall have as serious a purpose as a man's, and that in carrying on her work, whether in the class room, in the home, as a citizen in a civic community or as a patriot serving her country, "she share in the grasp of mind, the discipline of soul which come from the scientific spirit;" it demands of her "intelligent, efficient organization of work by scientific methods." Today, as never before, we owe to all children the foundation for adequate manhood and womanhood.

To be a teacher of the race is of eternal worth; it is to participate in the making of men. To be a teacher of young children is to share in the early flowering of a human soul.

"WE ARE LABORERS TOGETHER WITH  
GOD"

Co-workers we are with Him! Were He to ask,  
"Come, star with me the spaces of my night,  
Or light with me tomorrow's sunset glow,  
Or fashion forth the crystals of my snow,  
Or teach my sweet June-roses next to blow,"—  
O rare beatitude! But holier task,  
Of all His works of beauty fairest-high,  
Is that He keeps for hands like ours to ply!  
When He upgathers all His elements,  
His days, His nights, whole eons of His June,  
The Mighty Gardener of the earth and sky,  
That to achieve towards which the ages roll,  
We hear the Voice that sets the spheres a-tune—  
"Help me, my comrades, flower this little *Soul*!"

—W. C. GANNETT.



## THE KINDERGARTEN AS A CAREER FOR WOMEN

Every young woman, whatever her position in life, should be fitted to earn her own living. Only when she is prepared to offer society a fair equivalent in skilled service for her support and opportunity can she begin to think and act as an independent human being. Even if she is never obliged to earn her own living in the world's markets, she will still find the ability to do so a source of constant strength and power through her life. She will be a better mother and a better citizen because she knows practically how men and women are shaping the social and material world and their own lives through mutually helpful work. But if, through lack of means or through those financial disasters which are liable to overtake anyone, she is thrown upon her own resources, having had simply a good education in a high school or college, she must face the problem of self-support unprepared. She is like a hunter facing the forest with bare hands.

In selecting her vocation a young woman must consider, as her brothers must do, the probable demand for the work she fancies, its remuneration, its healthfulness, its effect on the character, the social opportunities it offers, and the chance it will give her to work out her ideals and serve her generation worthily. But she has another consideration which her brother does not have to meet. If she marries, her work is very likely to be interrupted and she must take up the activities that gather around a home. She must then, in selecting a career, give the preference to such work as will meet the first conditions and not unfit her for the career of wife and mother.

In the whole range of occupations open to women, that of the kindergartener probably meets these re-

quirements more fully than any other. First, as to demand: In all the States of the Union the kindergarten is being steadily developed as an integral part of the school system. Thousands of teachers must be provided, and, as a large majority of kindergarten teachers marry, their numbers must be constantly recruited from new candidates. No able kindergartner need want for employment today and her future work is as assured as any occupation can be. Second, remuneration: The remuneration is good. From the first, the well prepared kindergartener can command from \$50 to \$60 a month, and as supervisor or trainer she may more than double this salary. Third, healthfulness: While exacting, the work is healthful and the hours are short compared with those of clerical work. There are two free days in each week besides the long summer vacation. Fourth, effect on character and social opportunities offered: The work is steadily and deeply educative; the little children appeal to all that is womanly in the teacher, and such is the emphasis laid on social development in the kindergarten, that women who have had kindergarten experience almost always become social leaders in the community.

But beyond all this, the kindergarten, unlike other forms of commercial and professional work which are open to women, fosters and develops all the tastes and interests that go to the making of an effective and happy home. There are no finer homes in America than those presided over by women who have taught for a time in kindergartens.

For success in kindergarten work, the candidate should have excellent health, an open and generous nature, good spirits, and a genial interest in life. She should love little children and have a natural aptitude for winning their trust and a keen desire to understand their point of view. To these natural qualities

she should have added a good preliminary education equal to the ordinary high school course. Unless she can pass the examination for an ordinary teacher's certificate, she will always be handicapped in her professional career.

Intellectually she should be well grounded in the history of education, psychology, and elementary sociology, and she should have an intimate and practical acquaintance with the principles and methods of the kindergarten. For highest success there must be added to this purely intellectual education the training of the feelings and emotions in the direction of loving service to humanity through little children. Much of the training should be given in connection with the children in actual kindergartens.

The Chicago Kindergarten Institute seeks to realize these aims, through its splendid curriculum, its strong faculty, and through its residence for students, in which is created an atmosphere of refined living, kindly helpfulness, and professional aspiration.

### CHICAGO'S OPPORTUNITIES

Chicago presents unusual opportunities for education. In addition to a long season of Grand Opera and symphony concerts, there are many recitals by the leading musicians of the world. The Art Institute offers frequent exhibitions of contemporary art, as well as a magnificent permanent collection. The best plays come to Chicago theatres, and the finest lectures are given here during the season.

There is, moreover, a wide field for the study of all forms of social science in schools and settlements. There are many centers for home and foreign mission work, and opportunities for the many lines of national and patriotic service.



CHICAGO KINDERGARTEN INSTITUTE  
For Teachers of Kindergarten and Elementary  
Grades

COURSE OF STUDY

The aim of the Institute is to present to students its training and ideals of life in such a manner as will develop the qualities of character essential to the successful kindergartener, so that in class-work, teaching of children and daily living, their lives shall be the sincere expression of an effort to attain these ideals.

Kindergarten and Elementary Course, three years.

Minimum Kindergarten Course, two years.

Home Making Course, one year.

Summer Session.

ENTRANCE REQUIREMENTS

Candidates for entrance should be eighteen years of age and possess sufficient maturity to undertake the training. They should also possess general culture, fine character, and a sympathetic interest in children.

An accredited high school course (equal to the standard of the Chicago high schools), or its equivalent, is essential. A physician's certificate of health must be presented upon entrance.

Students wishing to enter the Institute are requested to send for application blanks, which must be filled out carefully and returned with a credential letter. When possible, a personal interview is requested.

College education, travel, musical or artistic training are valuable assets to the kindergartener.

PROBATION

All students are accepted with the understanding that the first two months constitute a period of probation, and that only such students will be retained as candidates for the Diploma of the school as give evidence of ability to appreciate and fulfill their responsibilities.



Home Gardening

## DIPLOMAS—CERTIFICATES—CREDITS

Upon satisfactory completion of the Two Years' Course a Diploma will be given to such students as have graduated from a four year high school course.

To students who are admitted without having graduated from a four years' high school course a Certificate will be given upon the satisfactory completion of the two years' course in the Institute.

Applicants, who have studied with graduates of the Institute, may enter to complete their training and credit will be given for all previous acceptable work.

*Credits and recognition will be given for all work satisfactorily completed.*

An exchange of credits has also been arranged between the Northwestern University and the Chicago Kindergarten Institute. Correspondence is solicited.

Institute Diplomas are honored by Boards of Education in Illinois, New York, California, Michigan, Indiana, Kansas, Louisiana, Texas, South Dakota, Minnesota and other states.

## STATE RECOGNITION

The Chicago Kindergarten Institute is accredited by the Examining Board of the State of Illinois. All graduates holding the Three Year Diploma for Kindergarten and Elementary teaching are thereby eligible without further examination for all Public School positions in kindergarten and first and second grades throughout the state.

## POSITIONS

The Institute, because of its high grade of training, has always been successful in assisting its graduates to desirable positions. In fact, the demand has exceeded the supply. It is to be understood, however, that positions are not guaranteed.

## CURRICULUM

### GENERAL EDUCATION

- \*Principles of Education.
- \*History of Education.
- \*Philosophy of Education.
- Educational Sociology.
- \*Psychology and Child Study.
- Ethics.

### RELATED PROFESSIONAL SUBJECTS

- \*Natural Science in Relation to Education.
- Music.
- Art.
- Child and School Hygiene.
- Physical Training.
- \*Elementary Curriculum.
- Literature.

### KINDERGARTEN EDUCATION

- \*Principles and Methods of Education applied to the Kindergarten.
- Play Materials.
- Manual Arts and Home Activities.
- \*Kindergarten Curriculum.
- Froebelian Literature.
- Montessori Methods.

### Observation and Student-Teaching.

\*Students who complete this course satisfactorily and who desire to receive credits with a view to University work at the University of Chicago, may do so by conforming to the rules which govern unclassified students, viz., by obtaining the endorsement of a special examiner at the University and by the payment of the matriculation fee, \$5.00. (This is paid but once and entitles the student to continue work at the University at any time.) It also gives the general advantages of University membership, the use of libraries, certain lecture courses, public exercises, etc. Students should matriculate during first term.

KINDERGARTEN AND ELEMENTARY COURSE  
THREE YEARS

Educators now recognize the need for better preparation of teachers for Kindergarten and Elementary Grades. This demand can be met only by educating women to a higher and better type of womanhood.

A broad education must therefore be presented which will, first, be cultural in value, humanizing and developing in appreciation of the best standards of life; and, second, the plan offered for this course must provide opportunities for larger professional study and experience in teaching, which will deepen and enrich the lives of the students and greatly increase their efficiency. For Curriculum see page 29.

MINIMUM KINDERGARTEN COURSE, TWO YEARS

The plan offered requires two years of 36 weeks each. This course meets the minimum qualifications of the present standard of professional training. The aim is to maintain the quality of work in accord with such ideals of education as will develop the most satisfactory teachers. For Curriculum of this course see page 31.

FORMATION OF MID-YEAR CLASSES

Young women who find it more convenient to enter the Institute in the winter may do so upon the same basis as those who enter in the autumn. Winter students complete the Teachers' course in two years from entrance, unless special qualifications modify the length of time by summer school work. Special correspondence or conference invited. Send for catalog.

SUMMER SCHOOL

Summer School courses aim to meet the following needs: First, of students wishing to *shorten* the time required for a minimum two-year course which offers a diploma in Kindergarten Teaching, or for a maxi-



imum three-year course in Kindergarten-Elementary Teaching. Second, of teachers with experience wishing to keep in touch with newer lines of work in Materials, Methods and Outlook. Third, of both teachers and students desiring to enjoy the great privilege of coming in contact with leaders and experts and to profit by a concerted effort for the Conservation of Childhood during the coming "Children's Year."

#### SCHOOL OF HOME MAKING, ONE YEAR

The aim of the School of Home Making is to present a practical training in household activities sufficient to enable a young woman to undertake the care and management of a home with dignity, and with such efficiency as will not only guarantee its happiness, but also the health and comfort of all its members.

By the term Home Making is meant a working knowledge of marketing, cooking, hygiene, dietetics, cost of living, rearing of children, and home nursing. A woman who has been well trained in home activities "ought to be a far more effective teacher, a more efficient manager or worker in the great variety of civic and social enterprises." Woman's work is not only that of practical efficiency but also "The Study of Right Living, the study of the importance, the utility, and the possible beauty of the common things of daily existence." For Curriculum see page 40.

#### SUPPLEMENTARY COURSE, ONE YEAR

Students who have had previous training, or partial training, and who wish to supplement such work, may enter this course at any time of the year. Particular care will be taken to place these students in such classes as seem most desirable. As many as forty different training schools have been represented in this course in the past.



### CREDITS

The following credits are required for graduation from the Institute:

Kindergarten and Elementary Course, 3 years.....	30 credits
Minimum Kindergarten Course, 2 years.....	21 credits
Home Making Course, 1 year.....	Special credits
Summer session .....	Special credits

A credit means seventy-two periods of recitation or prepared work. Each period equals fifty minutes.

A half-credit means thirty-six periods of prepared work.

### KINDERGARTEN AND ELEMENTARY COURSE

THREE YEARS (TWO TERMS EACH) 30 CREDITS

#### FIRST YEAR

Study of Racial Development and the History of the Family; Ethics and its Place in Education; Study of Modern Homes in contrast to Homes of Former Periods; the Present-Day Adult Interests—Moral, Mental, Aesthetic and Practical. Care of and Play with Small Groups of Children, as a basis for special observation development and to establish resourcefulness. Natural Science; Elementary Economics (household and social); Physiology and Hygiene Principles Governing Life and their Use in Educational Procedure; Music; Art; Social Welfare; Home Activities; Play Interests and Material (to develop resource and to arouse spirit of inquiry); Games.

Visit and assist in nurseries, hospitals and kindergartens.

Conferences with Faculty for educational guidance.

#### SECOND YEAR

Principles of Education; Psychology and Child Study; Froebel's Mother Play; Observation and Student Teaching; Children's Play Interests, Nature-interests, Story-interests; Manual Arts, Play-materials, Music, Games, and Rhythmic Dancing (to add training and deeper insight).

History of Education; Sanitation and Hygiene; Natural Science, Introductory Course in the Curriculum; Physical Training.

Student-teaching in kindergartens, elementary grades and hospitals. Visit schools, museums, etc.

Conferences with Directors and Supervisor.

Leadership in training-school games, Student Government, etc.

KINDERGARTEN AND ELEMENTARY COURSE—  
(Continued)  
THIRD YEAR

Psychology and Child-Study; Study of Mental-Measurements and Mental Endowment; Elementary Curriculum; Kindergarten Curriculum; Educational Materials; Dramatic Arts for Adult and Child; Constructive Arts for Adult and Child; Literary Arts; Fine Arts; Music; Principles and Methods of Education; Natural Science; Biology; Physical Training; Educational Sociology; Conservation of Childhood; Health; Sanitation and Hygiene; Social Welfare; Eugenics; Philosophy of Education of Froebel compared with Modern Educators.

Kindergarten and Elementary grade teaching.

Laboratory demonstration (household economics).

Class Conferences.

Faculty Conferences.

Festival (in charge of class).

To develop initiative—critical as to values and methods.



MINIMUM KINDERGARTEN COURSE\*  
TWO YEARS

FIRST YEAR, TWO TERMS, 18 WEEKS EACH, TEN CREDITS

GENERAL EDUCATION	Periods
Principles of Education.....	36
Elementary Psychology and Child Study....	72
Ethics .....	24
History of Education (Introductory).....	12
General Lectures .....	18

RELATED PROFESSIONAL SUBJECTS	
Natural Science .....	36
Art .....	48
Music .....	36
Child and School Hygiene.....	36
Physical Training (Rhythm, Folk Dancing, General Games) .....	72
Literature .....	36

KINDERGARTEN EDUCATION	
Principles and Methods as Applied to Kinder- garten .....	24
Play Materials .....	36
Kindergarten Curriculum .....	12
Manual Arts and Home Activities.....	54
Froebelian and other Literature.....	36
Games in the Kindergarten.....	36
Supervisor's Conferences .....	18
*Observation and Student-Teaching (Mini- mum) .....	180

\*The Faculty reserve the right to readjust the Curriculum in relation to the need of each class.

MINIMUM KINDERGARTEN COURSE—CONTINUED\*  
 Second Year, Two Terms, 18 Weeks each, 11 Credits

GENERAL EDUCATION	Periods
History of Education (Advanced Course)...	48
Educational Sociology .....	24
Psychology .....	24
General Lectures .....	18
RELATED PROFESSIONAL SUBJECTS	
Natural Science .....	36
Art .....	24
Music .....	36
Child and School Hygiene.....	36
Laboratory Experiments .....	36
Physical Training .....	36
Literature .....	48
Elementary Curriculum .....	36
KINDERGARTEN EDUCATION	
Principles and Methods as applied to Kinder- garten .....	24
Play Materials .....	48
Kindergarten Curriculum .....	48
Montessori Methods .....	12
Manual Arts .....	36
Wood Work .....	18
Froebelian and other Literature.....	36
Games in the Kindergarten.....	12
Supervisor's Conferences .....	18
Observation and Student-Teaching.....	180

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\*Student teaching is required according to the needs of the individual.

SUMMARY OF SUBJECTS OFFERED IN MINIMUM  
KINDERGARTEN COURSE OF TWO YEARS

## HISTORY OF EDUCATION

48 Periods

In this work an attempt is made to examine the great periods in human history with a view to determining their informing ideas and ideals, and the means people used, consciously or unconsciously, to perpetuate their ideals in their children. To give the feeling of the periods studied, extracts are presented from original writings. On these materials the students are required to pass individual judgments, and then, through discussion, they are led to larger comparisons and generalizations. Educational reformers and theories are studied in their relation to the life out of which they have developed.

## EDUCATIONAL SOCIOLOGY

24 Periods

In this work a study is made of formal education, considered as a factor in the whole group of social activities. The support, supervision, and limits of school work are studied. In addition to this, a study is made of the groups of activity that form opinion and determine conduct, family life, society, political activity, work and recreation. Churches and the press are examined as educational agencies.

## PSYCHOLOGY

48 Periods

This course affords an introduction to the basic principles of modern psychology. The work will be conducted by means of lectures, textbook readings and recitations. After the more rudimentary materials have been mastered, attention will be directed to the practical bearings of Psychology upon the work of teaching. Students will be encouraged to make systematic observations upon the mental and physical characteristics of children.

## CHILD STUDY

24 Periods

Observation and student-teaching will be the basis of the course in Child Study. The study of Froebel's Mother Play book will be closely related to this course through observation and interpretation. Special lines of psychological investigation will show how principles of mental development underlie both child and adult thinking.

## PRINCIPLES OF EDUCATION

36 Periods

A brief course centering about such educational principles as are necessary for an insight into present-day aims and



means of education. In addition the course includes a careful study of the various phases and stages of development shown through the periods of infancy and childhood. References: The Educative Process, Bagley; Education, Thorndike; Principles of Education, Bolton; Talks to Teachers, James; Mental Development, Dewey.

## ETHICS

24 Periods

A brief outline of some of the most important principles of ethical doctrines will be presented: Character and Conduct, Moral Judgment Institutions, Customs, Duties, Virtues and Standards will be discussed. References: Ethics, Dewey and Tufts. Dewitt Hyde.

## NATURAL SCIENCE IN RELATION TO EDUCATION

72 Periods

An investigation and study which shall aim to determine the best ways of utilizing our natural environment in elementary school work. The study will include a consideration of: 1. Aims in elementary education; 2. The nature of children's interests in their environment; 3. How these interests are generated; 4. A study of the materials and phenomena common to our nature environment. This will include, (a) Plant Life, (b) Animal Life, (c) Rocks, Minerals and Soils, (d) Climate. What each may contribute to elementary school work; the relation that needs to be established between this material and the child to insure this contribution.

The work will involve two aspects:

1. Regular class exercises, requiring observation, experiments, and expression, involving special studies of these materials.

2. A summary study which will aim to determine the relation of the facts acquired in this class study to elementary teaching, and the essential method of procedure in establishing these relations.

## MUSIC

72 Periods

This course extends over a period of six months in both Junior and Senior years. The work includes the singing of simple songs in chorus and individually, the playing of simple piano numbers, the analysis of the songs and the elements of form and composition. Students will be given credit for previous work which is satisfactory. Those who have had no musical training will be expected to fulfill the requirements, making up their deficiencies when necessary by taking private lessons:



Requirements:

Ability to play rhythmically and with accuracy songs for the Kindergarten and music for Rhythm work corresponding in difficulty to the "Rhythm of Childhood" by Crawford and Fogg, or "Rhythm for the Kindergarten," by Herbert Hyde.

Voice of range and quality sufficient for vocal presentation of songs for children. Ability to sing short scale and interval exercises, true to pitch.

ART

72 Periods

This includes instruction in modeling, color-work, free-hand perspective, blackboard drawing, free-hand cutting, principles of design and composition with special relation to their application in kindergarten.

CHILD AND SCHOOL HYGIENE

72 Periods

The course presents the conditions which determine health, first, of the individual adult, and, second, with reference to the special needs of childhood.

The essential aspects of health and hygiene which are discussed are as follows: Hygiene, an economic necessity; prevention of disease; protective measures, and the improvement of health conditions through sanitary control; the responsibility for care of children's health and how maintained; the relation of personal health to group life.

The Red Cross Courses include First Aid and Home Nursing.

These standard courses receive Government recognition.

PHYSICAL TRAINING

108 Periods

(A physician's certificate of health must be presented before entering this course.)

This course embraces Games, Folk Dancing, Rhythmic Training, Hygiene, Physical and Respiratory exercises.

A study will be made of games suitable to the kindergarten, together with practice in playing them. Folk-dancing and rhythmic exercises will receive special attention. Physical exercises are given from the standpoint of health. The care of little children and the health of the teacher will be discussed by experts.

### STUDENT MOBILIZATION

The students of the Institute have recently mobilized for the purpose of promoting *physical fitness* and *personal efficiency* in order that they may add to their regular academic program some form of civic or military training.

To promote *physical fitness* the plan provides for regularity in habits of eating, sleeping and bathing, for proper dress, and for one hour each week of military drill in addition to the regular hours of exercise. To promote *personal efficiency* special attention is given to orderliness of rooms and personal belongings, to conscientious planning of each day's program, and to the adoption of a specific form of civil or military relief work.

The drill is planned to develop proper position and carriage of the body, endurance, self-control, and the ability to respond quickly to commands. It has no relation to tactical instruction.



Outdoor Student Drill

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## CHICAGO KINDERGARTEN INSTITUTE

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### ELEMENTARY SCHOOL CURRICULUM

36 Periods

This course will deal particularly with: (a) The principles underlying a course of study in social occupations in relation to ethical development and the acquisition of knowledge; (b) Discussions of the methods of teaching History, Geography, Science, English, Mathematics, etc., in the light of a scientific theory of education. Observation and student assistance in the Francis W. Parker School is required.

### LITERATURE

84 Periods

A study of various types of literary materials from the standpoint of literary sources and literary content. In connection with the definite purpose of increasing the student's appreciation of good literature, this course aims to establish (1) standards in selecting and grading children's Rhymes, Poems, and Stories; (2) standards of Story Telling.

### PRINCIPLES AND METHODS OF EDUCATION APPLIED TO KINDERGARTEN AND PLAY MATERIALS

132 Periods

The study and use of Play Materials is an outgrowth of the course in Educational Principles showing its application to Play Materials devised by Froebel.

### FROEBEL'S PHILOSOPHY OF EDUCATION AND LITERATURE

72 Periods

A study of the principles underlying the meaning and purpose of education, based upon Froebel's Education of Man and Froebel's Mother Play, together with reference reading from Mackenzie's Manual of Ethics, Pedagogics of the Kindergarten and Froebel's Education by Development.

### HISTORY OF EDUCATION (Introductory)

12 Periods

This course deals with: (a) the lives, the setting, and the writings of Pestalozzi and Froebel; (b) the educational principles the Elementary School owes Pestalozzi; (c) the educational principles the Kindergarten owes Froebel.

### KINDERGARTEN CURRICULUM

60 Periods

The aim of the course in the first year is to enable the student-teacher to "see the developing child and the means for his development as part of one process." These two aspects form the basis for discussion. They enable the student to discern the principles and methods which guide in the selection of further educative experiences in childhood. Tentative plans are made.

In the second year the study of the principles underlying the kindergarten program or curriculum are considered in relation to education in general in order that the student may discover the same fundamental factors operating. Different principles of selection and organization of materials are compared in order that the changing and advancing needs of particular groups of children may be more adequately met. The activities and interests of childhood are studied in relation to standards of growth. They form the basis of organization of subjects and materials. The Montessori Method is presented briefly, in comparison with the kindergarten, in order that an intelligent appreciation may be gained of the work and motive of the founders of both methods.

#### MANUAL ARTS AND HOME ACTIVITIES

108 Periods

Courses will be given in basketry, weaving and woodwork, in the use of nature materials, in kindergarten occupations and cardboard and paper construction work.

The aim is to present their educational value, and their relation to the growth of capacity in children.

In addition, a group of studies will be conducted in the industrial and household arts, with laboratory and classroom experiments relating to special problems.





OBSERVATION AND STUDENT-TEACHING

360 Periods

Observation in accredited Kindergartens and Schools, in Nurseries and Hospitals, is arranged before teaching is permitted.

In the Two Years' Course a minimum of one year of student-teaching is required. This requirement is adjusted according to individual needs.

All absences must be made up.

In the Three Years' Course, when in the judgment of the Directors and Supervisor, more teaching is desirable, suitable arrangements will be made.

Opportunities for Observation and Student-Teaching are offered in public and private kindergartens and settlements in the city and suburbs; also in the School of Education, F. W. Parker School, Chicago Latin School; Nurseries and Convalescent Wards in Children's Hospitals.

SUPERVISOR'S CONFERENCES

36 Periods

Frequent conferences with the Supervisor and other members of the Faculty are required for complete co-operation, mutual understanding, and progress.

KINDERGARTEN DIRECTORS' AND ELEMENTARY GRADE TEACHERS' CONFERENCES

FORTNIGHTLY SESSIONS

The Directors of Kindergartens and teachers in elementary



grades co-operating with the Institute meet for the discussion of educational problems involved in their daily work with children and assistant teachers.

In addition to the able body of lecturers and teachers of the Chicago Kindergarten Institute, the high standard of its scholarship, and the wide scope of its work, social and educational (including, as it does, experience in Settlements, Play Grounds, Schools, public and private), make it unique among training schools.

## SUMMER SESSION

THE SUMMER SESSION of the Institute will be held in 1918 immediately after the International Kindergarten Union Convention. It will be of unique value to teachers this summer as experts attending the convention have been engaged for lectures and special work, notably along the line of Home Making.

Send for Summer School Circular.

## SCHOOL OF HOME MAKING

"Woman is the mother of humanity; therefore the fitting educator of humanity; she herself has the right to claim such education as shall best fit her for the experiences of the home, humanity's most essential school." Home is the national and civic unit, the focal point of living. Into the home are poured all the products of the world—food, water and clothing, furnishing, books and friends. It is important that these should be chosen wisely, for upon the choice depend the happiness and well being of the household.

## CURRICULUM, SCHOOL OF HOME MAKING

### THE FAMILY:

History, Psychology, Ethics, Eugenics, Parenthood, Problems, Relation to Civic Life, Social Development.

### THE CHILD:

Physical Care, Growth, Clothing and Food, Character Development, Surroundings, Art, Music, Stories, Games, Occupations, Mental and Moral Training.



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# CHICAGO KINDERGARTEN INSTITUTE

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## ART IN THE HOME AND TOWN

### THE HOME AND THE HOUSE:

Location, Equipment, Organization, Decoration.

### FOOD:

Marketing, Cooking, Food Values, Cost of Food, Care of Food, Serving, Servants, Dietetics.

### CLOTHING:

Selection, Cost, Care, Suitability, Beauty.

### COST OF LIVING:

Accounts, Family Budget, Technique of Buying for the Home.

### HYGIENE:

Hygiene of the House, Child Hygiene, Hygiene of the Mother, Emergencies, Home Nursing.

### RACE WELFARE AND SOCIAL PROGRESS:

Civic Morality; Relation of Home to Producer, etc., to Altruism, etc.

Opportunity will be afforded for observation and care of children, together with practical experiences in nurseries, kindergartens, hospitals, playgrounds, etc.

The laboratory for this course is at Gertrude House. The House is equipped for the distinct purpose of giving young women an opportunity to study Home Making in a practical manner, and to live together under wholesome conditions.

## CALENDAR

Three terms, of ten weeks each, comprise the course of study, beginning in October and ending in June. Tuition, per year, \$100.

"To be housekeeper, to be homemaker, to take from each part of life its offering of value and patiently weld them into a coherent whole"—that is the faculty of woman—"to make a city a home, to elicit from discordant elements a harmonious total of warm, charming, noble, livable life."

SEND FOR SPECIAL CIRCULAR

Chicago Kindergarten Institute is a member of the Association of Commerce of Chicago.

## TUITION FOR CHICAGO KINDERGARTEN INSTITUTE

Tuition is Payable Semi-Annually, Sept. 19, 1918, and Feb. 3, 1919.

### Three-Year Course—

First two years, each year.....	\$120
Third year .....	80
Minimum Kindergarten Course (two years), each year .....	120
Supplementary Course (one year).....	120
Non-Professional or Home Making Course.....	100
Summer Session (four weeks).....	20
Registration (for all courses).....	5

Arrangements may be made for less than six months at the rate of \$20 a month or per rata for single studies.

Text Books and Materials required in the various courses may be obtained at the Institute office.

Use of piano for practice, ten cents per hour.

Graduation expenses, five dollars per student.

No tuition is refunded after the opening of the term.

Send for special circular for resident expenses in Gertrude House or Annex.

Checks should be made payable to Chicago Kindergarten Institute.

Registration day, September 19, 1918. Hours, 1 to 3 p. m.

FINANCIAL SECRETARY, MRS. ANNA SHUTTS.

AUDITOR, MR. EDWARD B. DAVIDSON.

## GERTRUDE HOUSE

HOUSE-MOTHER, MRS. HARRIET DENISON HALL

Gertrude House, 701 Rush Street, the student home, is a unique residence for students frankly adapted from the home life established between Froebel and his students at Keilhau. Believing that all social virtues emanate from the home and family life, the house was named for Gertrude, the ideal mother and teacher in Pestalozzi's educational romance, "Leonard and Gertrude."

Being strictly an educational institution, the house is non-sectarian and democratic. Certain home duties are shared in common and house members participate in periodical house-meetings where ideals of home-making and daily living are discussed. The home life thus develops in the individual a fine and sincere regard for such ethical standards as are essential in group relationships; it also harmonizes and applies the cultural and practical ideas and standards set forth in the class room.

In recognition of the value of this training in character building, the Faculty aims to give special recognition to each student according to the measure of her attainment in her home-life and co-operative work.

The regular membership of the household is limited and all members are expected to enter for the year unless special arrangements are made beforehand to the contrary.

The dates of opening and closing the House are in accordance with those of the Institute.

Gertrude House is always open to kindergartners who may wish to make it their headquarters while visiting Chicago during the school year.

It is hoped that students will be able to take advantage of the many opportunities Chicago offers in its libraries, museums, concerts, theaters, operas, etc. Students will be allowed to receive visitors and go to entertainments on Saturdays and such Friday evenings as do not conflict with the house-meetings. Parents or guardians of each member of Gertrude House are requested to send a letter to the Dean stating their wishes in regard to the escorts whom the student may be allowed to accept. Students' parties to theaters or other evening entertainments must be under proper chaperonage, whose expenses are to be met by the party.

The regular living expenses (no laundry included) are based upon the lowest actual estimates for the school year, and are payable in four installments, September 19, December 5, February 3, and March 17.

Send for Special Circular.

The residence for students who desire delightful accommodations will be temporarily located at 701 Rush Street, corner of Huron.

Our present residence will be used until such time as the permanent home is ready for occupancy.

The building is one of the fine, old houses of the North Side, formerly occupied by the family of Mr. Henry W. King. It is spacious and hospitable in arrangement and well-lighted on every side.

Built in the days of stately leisure and gentle high bred civility, the house preserves the spirit of its time. It is gracious, hospitable and charming; it is excellently adapted for a modern school residence because of the care and money which have been put into it to make and keep it up to date.

The heating system is new and adequate to keep the whole building comfortable in the severest weather. The plumbing is new and in perfect condition. There are plenty of bath rooms, and abundant facilities for supplying hot and cold water.

One enters the house to find a wide hall-way from which rises an old-fashioned broad stairway. On the left of the hall is the drawing room with mirrors and quaint chandeliers. On the right is the old library with fire-place, book closets and tall book shelves that reach to the high ceiling.

The dining room is at the end of the hall. It is large and comfortable, with high paneled ceiling, and tapesteried walls. The fire-place is wide and deep, built for blazing logs of the Yuletide sort.

The upper floors are given over to bedrooms, each one large, well lighted and ventilated.

On the whole, the house is a fitting residence for a school founded on the theory that home making is a woman's fundamental business. It greets the visitor with a spirit of cordiality and gives an ample measure of its shelter and comfort.

## GENERAL NOTICES

The office is located in Gertrude House, which is the Student Home at 701 Rush Street, corner of Huron Street.

The Class rooms are located at 740 Rush Street across the street from the residence.

The Institute will be open at 1 p. m., Tuesday, September 19, 1918. All students will be required to register.

Classes will be organized at 3 p. m.

Classes meet four afternoons every week during the school year, and four mornings a week when students are not assisting in the morning kindergartens.

Students will be required to make up all recitations or class requirements lost through absence, either by taking private lessons from tutors selected by the Institute, or by doing a certain amount of extra prescribed work, with written abstracts. Extra charges will be made for private tutoring. Students entering late must be responsible for making up the work they have missed.

All absences from the required practice teaching must be made up during vacations or at the close of the school year.

All students are required to be present at exercises on "Class Days." Absence from the same deducts seriously from class records.

Attendance is expected at all classes and at kindergartens for required teaching on closing days and opening days, before and after school vacations.



## LECTURES

The students have from time to time the privilege of attending both single lectures and courses by well-known specialists on Art, Social, Civic and Child Welfare topics. Frequently studies will be made of the great musical masterpieces with special relation to the programs of the Chicago Symphony Orchestra (founded by Theodore Thomas).

## STUDENT GOVERNMENT

### THE STUDENTS MAKE THE RULES WHICH GOVERN STUDENT LIFE

The Student Government Association was organized in 1908, the faculty and students desiring to establish individual and community responsibility in the life and conduct of Gertrude House and the Institute. The general purpose of the organization is to preserve a high standard of womanhood and to promote a spirit of co-operation with the Faculty, to give training in self-government. Authority is vested in an executive board consisting of representatives from all the classes. All non-official members of the Training School and all non-official residents of Gertrude House are members of the Student Government Association, and therefore subject to its constitution.

## THE FELLOWSHIP CLUB

MAINTAINS A PERPETUAL INTEREST IN THE INSTITUTE  
AND ITS ACTIVITIES

Students of the Chicago Kindergarten Institute are eligible to membership in the Fellowship Club of the school. It is composed of the alumnae and students of the school.

This Club enables both the alumnae and the undergraduate students to keep in touch with the work and one another.

The Fellowship Club is governed by a Board consisting of representatives from each of the classes, one member from the Faculty, and one from the Alumnae. The Club issues a paper semi-annually for its students. The society is a branch of the International Kindergarten Union.

## GIFT OR BEQUEST

I give, devise or bequeath to the Chicago Kindergarten Institute Society of Illinois (incorporated), the sum of ..... dollars, to be applied to the uses and purposes of said Institution and under the direction of the Board of Directors.

## THE STUDENT WOMEN CHRISTIAN FELLOWSHIP OF CHICAGO

### REASON FOR BEING

Investigation shows that the city of Chicago has nearly one hundred special and professional schools, which admit women, with an attendance of fifty thousand women students. Before the fall of 1915 there was little intermingling, but there was a growing desire on the part of some to come into touch with others. Being restricted to their own profession seemed "narrow." The possibility of meeting on a social basis was considered, but it was at once seen that the social could be a secondary, not a primary, purpose. The only worth while union was that along lines calculated to develop true womanhood, through Christian fellowship.

The Fellowship now embraces schools from the professions of Art, Church Work, Commerce, Dentistry, Domestic Science, Expression, Kindergarten, Law, Medicine, Music, Normal Training, Nursing, Physical Training and Social Service.

### ORGANIZATION

**MEMBERSHIP**—There is no individual membership in the Fellowship. Every student woman in Chicago has a right to all the privileges and responsibilities of the Fellowship.

**ADVISORY COUNCIL**—The Advisory Council is made up of a faculty and student representation as selected from each school. The Advisory Council members must be committed to the aim of the Fellowship, for the Council plans and promotes the activities of the Fellowship. The Director of the Fellowship is the Chairman of the Council.

**ADMINISTRATION COMMITTEE**—The Administration Committee is composed of not more than seven persons who are sympathetically interested in the spiritual welfare of the student women of the city of Chicago, and, ex-officio, the Chairman and Secretary of the Advisory Council and Chairmen of the Standing Committees. The duties of the Administration Committee are to define and to direct the policies of the Fellowship. This committee is self-perpetuating and selects the Director of the Fellowship.

## FINANCES

The Fellowship has no admission fee nor annual dues. The necessary operating expenses are met by voluntary contributions from schools and interested individuals.

## INSIGNIA

The design for the insignia was contributed by Mr. L. J. Millet, the head of the Design Department of the Art Institute. It was selected from several designs submitted by the third year design class.

## PURPOSE

The Administration Committee back of the Advisory Council, the Advisory Council interpreting the Chicago schools, and the whole Fellowship exist for the one purpose expressed in the platform:

"The Student Women of Chicago, joining in Christian Fellowship, purpose to make Jesus Christ supreme in their lives, and thus to foster the ideals of true womanhood."

## ACTIVITIES

**MASS MEETINGS**—At the first Mass Meeting students from forty schools filled practically every seat in Fullerton Hall of the Art Institute. Mr. W. A. Peterson gave the address: "The Challenge of Christianity."

**COMMUNITY CIRCLE**—One night the First Circle invited others to join it, and lo, we find the first Community Circle Meeting, with one hundred and fifty present from thirteen schools and five professions, with the Fellowship Hymn uniting them. Each profession contributed to the entertainment of the evening which closed with the Fellowship Toast.

**INNER CIRCLE**—In some of the schools a few student girls have started "Inner Circles" for prayer and inspiration, and the future power from these none of us can measure.

**INTERCHANGE OF SERVICE**—Interchange of service has already begun between the schools of music, art, expression, medicine and dentistry. There seems no end to the vistas open for such mutual helpfulness.

The future no one dare prophesy.











CSH  
C43H  
1919/20

1919 1919

# CHICAGO KINDERGARTEN INSTITUTE

1919  
1920



Twenty-fifth Anniversary

*of*

Chicago Kindergarten Institute





Established 1894

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# CHICAGO KINDERGARTEN INSTITUTE

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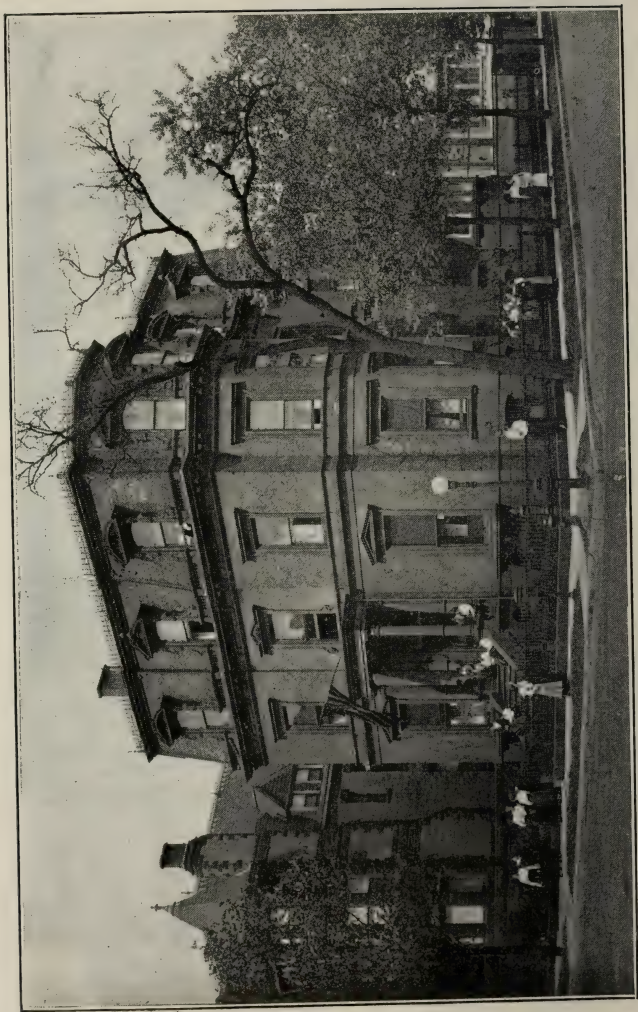
CLASS ROOMS

740 Rush Street

## HOME

GERTRUDE HOUSE

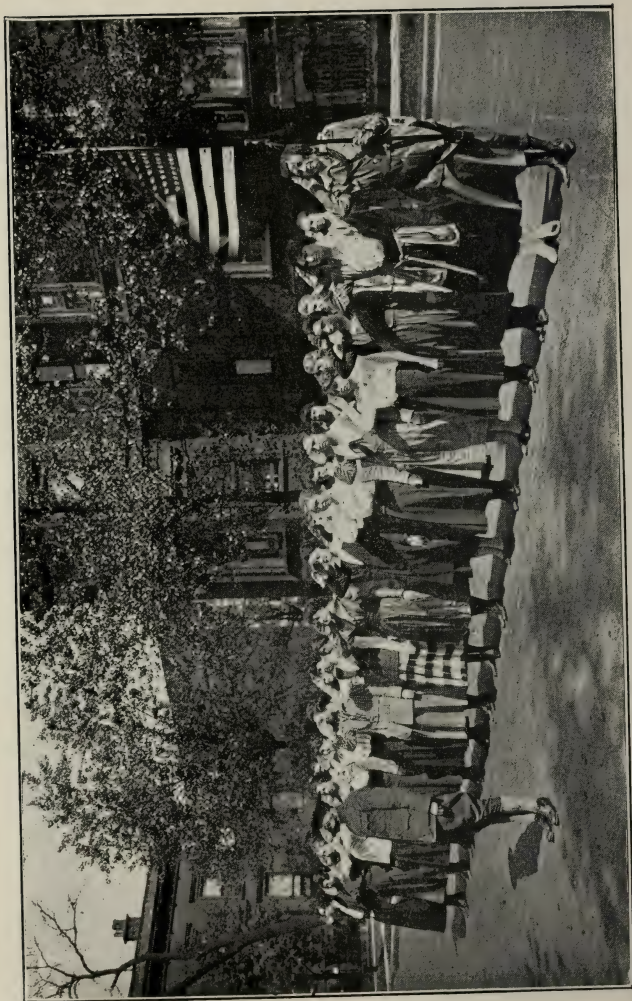
701 Rush Street



Headquarters, Gertrude House, 701 Rush Street

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Efficiency Corps, Senior Class—1919

CHICAGO KINDERGARTEN INSTITUTE SOCIETY

(Incorporated)

OFFICERS

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President—MISS HARRIET E. VITTUM

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Miss Levanche Hawes

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Mrs. Wm. Stewart Smith

Mrs. Lyman Walton



SCHOOL CALENDAR  
1919-1920

REGISTRATION OF STUDENTS

1:00 to 3:00 P. M., Thursday, Sept. 23, 1919.

ORGANIZATION OF CLASSES

3:00 P. M., Thursday, Sept. 23, 1919.

THANKSGIVING HOLIDAYS

4:30 P. M., Wednesday, Nov. 26, 1919.

8:30 A. M., Monday, Dec. 1, 1919.

CHRISTMAS HOLIDAYS

4:30 P. M., Friday, Dec. 19, 1919.

8:30 A. M., Monday, Jan. 5, 1920.

MID-YEAR REGISTRATION

1:00 to 3:00 P. M., Feb. 2, 1920.

EASTER HOLIDAYS AND SPRING VACATION

4:30 P. M., Thursday, April 1, 1920.

8:30 A. M., Thursday, April 8, 1920.

SCHOOL CLOSES

4:30 P. M., June 16, 1920.

REGISTRATION OF STUDENTS FOR SUMMER SCHOOL

9:00 A. M., July 1.

CLASS DAYS

OPENING DAY

3:00 P. M., Tuesday, Sept. 23, 1919.

THANKSGIVING EXERCISES

2:30 P. M., Wednesday, Nov. 26, 1919.

CHRISTMAS EXERCISES

2:30 P. M., Friday, Dec. 19, 1919.

NEW YEAR EXERCISES

2:00 P. M., Monday, Jan. 5, 1920.

OPENING MID-YEAR TERM

Monday, Feb. 2, 1920.

EASTER EXERCISES

2:30 P. M., Thursday, April 1, 1920.

ANNUAL EXERCISES

To be announced.

INTERNATIONAL PEACE DAY

"Candle Night" House Honors.

CLASS DAY

To be announced.

VESPER SUNDAY

June 13, 1920.

RECOGNITION DAY

2:30 P. M., June 16, 1920.

OPENING SUMMER SCHOOL SESSION



TEACHING STAFF FOR 1919-1920

MRS. MARY BOOMER PAGE

Ethics, Froebel's Philosophy of Education, Play Materials,  
Kindergarten Curriculum, Psychology of Plays and Games,  
Management and Administration.

MISS MARY LINCOLN MORSE

Literature, Stories, Principles of Education, Play Materials,  
History of Education (Introductory).

MISS J. JANET HOFFMAN

Acting Supervisor of Kindergartens, Games, Manual Arts,  
Home Activities, Laboratory Tests.

PROF. JAMES R. ANGELL

Dean of the Senior Colleges, University of Chicago and  
Assistants.

PROF. L. W. WEBB, Northwestern University, Evanston  
Psychology.

PROF. EARL BARNES, Philadelphia, Pa.

History of Education.

MISS HELEN G. DWYER

Supervisor of Elementary Grades, Natural Science, Wood  
Work for Kindergarten and Elementary Grades, Elementary  
School Curriculum, Principles and Methods.

MISS LOUISE ST. JOHN WESTERVELT, Columbia School of Music  
Vocal Music.

MRS. MABEL KELLOGG RICH  
Art.

MR. HERBERT E. HYDE, Civic Music Association  
Rhythmic Interpretation of Music.

DR. SARAH M. HOBSON, Ph. B.  
Personal Hygiene and Public Health.

MISS MARY WOOD HINMAN  
Folk Dancing.

T. S. SHEA, Sergeant, U. S. A.  
Military Drill.

GERTRUDE HOUSE, Student Home  
House-Mother.

MRS. HARRIET DENISON HALL

LECTURERS FOR 1919-1920

PROF. EARL BARNES  
Philadelphia, Pa.

DR. FREDERICK BUDLONG  
Chicago, Ill.

MISS FLORA J. COOKE  
Chicago, Ill.

Principal Francis W. Parker School

C. W. DOUGLAS  
Canon of Fond du Lac Cathedral  
History of Music

MISS MARY McDOWELL  
University of Chicago Settlement

MRS. PORTER LANDOR McCLINTOCK  
University of Chicago

MRS. IRVIN McDOWELL  
Woman's City Club

MISS MARIE L. SHEDLOCK  
London, England

MRS. RAYMOND ROBINS  
President, National Woman's Grade Union League

DR. ARTHUR A. SMALL  
Chicago, Ill.

MRS. MARGARET J. STANNARD  
Garland School of Home Making, Boston

DR. CHARLES FREDERICK WISHART  
Chicago, Ill.

DR. LINDSAY-WYNEKOOP  
Council of National Defense

Also other specialists in Art, Social, Civic and Child Welfare  
Topics

See Summer School list of lecturers from University of Chi-  
cago

## FACULTY OF SUMMER SESSION

MARY B. PAGE

Director Chicago Kindergarten Institute.

J. JANET HOFFMAN

Associate Director.

MARY L. MORSE,

Associate Director.

HELEN G. DWYER,

Chicago Kindergarten Institute.

EDWARD F. WORST,

Director Manual Arts, Chicago Public School.

## SUMMER LECTURERS

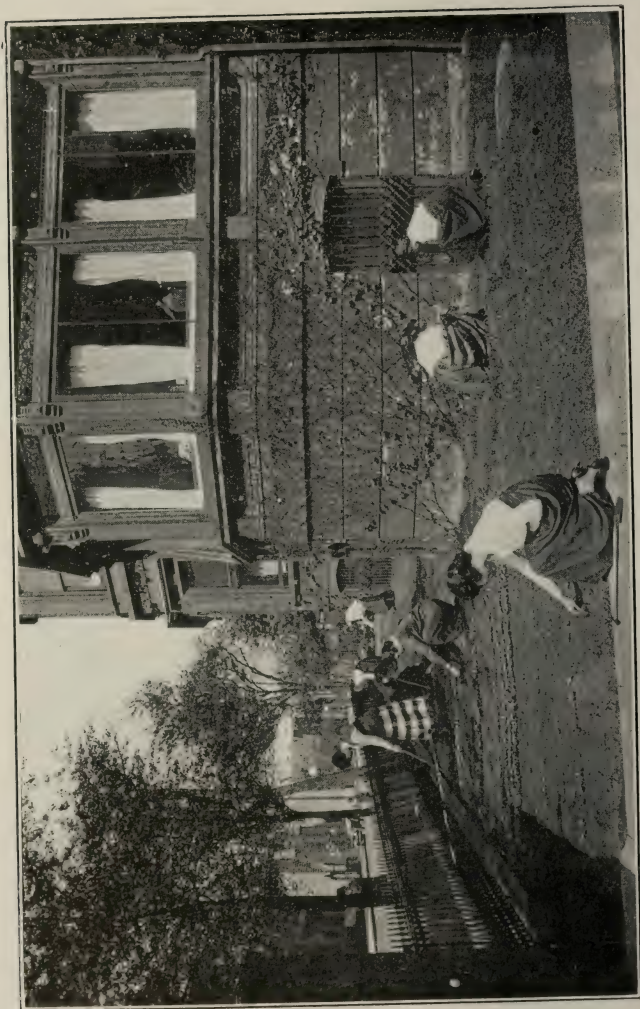
NATHANIEL BUTLER, University of Chicago,  
"The Function of the School."

JOHN FRANKLIN BOEBITT, University of Chicago,  
"Social Demands on Public Education."

FRANK M. FREEMAN,  
"The Equipment of the Modern Teacher."

ELLIOTT R. DOWNING, University of Chicago,  
"Attitude of the Teacher Toward Genetics and Eugenics."

MRS. IRA COUCH WOOD, Director Elizabeth McCormick Memorial Fund,  
"School and Personal Hygiene."



Home Gardening

## HISTORY

1894 Twenty-fifth Anniversary 1919

### EARLY YEARS

The plans of the Chicago Kindergarten Institute originated during the Summer of the Chicago Columbian Exposition as a result of the inspiration given to group of friends by Miss Annetta Schaepele in charge of a notable educational exhibit from Europe. Women of different talents and ability constituted the Directorship of the Institute. They were asked by representatives of the Christian Social Union of the University of Chicago to assist in establishing new lines of social and educational work in the stockyards, January 1894.

In order that a Social Settlement could later be conducted under its auspices, the University of Chicago Christian Union started the work with a Kindergarten and neighborhood visiting and in October, 1894, the Social Settlement was organized with the Chicago Kindergarten Institute as an integral part of its educational and social work. The Institute began its school life with a training school for teachers of both Kindergarten and Elementary grades and a home for students, called Gertrude House. From the beginning (twenty-five years ago) the aim of the Chicago Kindergarten Institute has been the development of young women for participation in socialized educational experience. That it might establish the scientific attitude of mind and heart with varied lines of practical application of the class room work, it has maintained a Normal School during this quarter of a century which has adapted itself from year to year to the best ideals which educational development has produced.

### THE INSTITUTE

The Institute was first located on the South Side

midway between the University of Chicago on the Southeast and its Social Settlement in the Stock Yards near Ashland Avenue on the West. Lecturers from the two great Universities in the neighborhood of the city have been identified with the training school since its organization and prominent specialists have always been on its teaching staff. It has given rich, wide and varied opportunities for practice teaching, social work and demonstration of personal ability in co-operation with the leading social settlements of the city, play grounds, schools, hospitals, libraries, Kindergartens and Primary Grades. The Kindergartens co-operating with the Institute have been located near the University of Chicago, the Stock Yards, the residential district of the city and suburbs as well as in the private public schools and missions.

#### GERTRUDE HOUSE, THE STUDENT HOME

Gertrude House, the residence for the students of the Normal School was originally located on the South Side on East 47th Street and the major portion of the training school work was conducted in the Settlement of the University where Miss Mary McDowell has been its head resident since 1894. Gertrude House was established as a great experiment in co-operative and social living. It originated as answer to a crying need for home life for women students in a large city. Its aim has always been to foster and to develop a mutually helpful spirit needed by students outside of school experience. The house life therefore recognized many lines of co-operative activity which functioned practically, socially and spiritually in the life of individuals and of the groups composing the home. In a short time it proved in a remarkable way that many young people could practically demonstrate, the principles of democracy as the standard of fine community life.

#### CULTURAL CHARACTER OF GERTRUDE HOUSE

Gertrude House was the first residence of its kind



in the country. The first decade of its history aroused so much discussion among educators and social workers everywhere that since then one of its original causes of existence has the hearty approval and support of all, namely, some sort of suitable residential life for out of town students.

Getrude House is still however unique and the leader thruout the country in maintaining social principles and methods in the home life on a co-operative basis. This year, its twenty-fifth anniversary; it inaugurates and conducts special methods for recognizing such home life with House Honors for its homemaking experiences, for each resident according to the measure of her growth.

The Chicago Kindergarten Institute was transferred in 1902 to the North Side where it occupied a commodious building at 54 Scott Street until the Summer of 1917. The Institute at this period was and still is the only Normal School between the shopping district in the center of the city and our neighboring state, Wisconsin!

#### NEW LOCATION

Another location with a building more adequately adapted was planned, but by reason of unsettled conditions caused by the war, the purchase of the building was delayed and a fine old residence on the North Side is being used for the present at 701 Rush Street.

The Training School has during these years added many new departments and courses to its original work and is justly proud of its development. The relation of the Kindergarten and Primary Grades is greatly strengthened by fuller courses and the Primary Practice Centers, the Summer School, Homemaking and Baby Welfare lines have been undertaken at different periods as essential to both the training of women and the care of children. Lack of adequate space at present postpones fuller development. Work in convalescent wards in hospitals has

proved of double value. Red Cross courses, and physical training thru drill exercises have been received with enthusiasm as well as Folk Dancing, rhythmic exercises, etc., in the usual courses offered.

New courses in Home Gardening and Re Education have been conspicuous since the opening of the war. We are proud of our war record in local service, the purchase of bonds, etc., as well as in the number of those who have been of value to many kinds of Overseas service. Practically all the members of the three Re Education classes which have been conducted since October, 1918, have received Government appointment with high records.

In the course of our twenty-five years of work we have been made glad and encouraged by thousands of messages from those who have been identified with the school and with its home; by those whose lives have blossomed under its influence and who have gone forth to positions of importance, usefulness and to many fields of service.

#### OUR ALUMNAE

Over 1,000 young women representing every class of society, have been members of the Institute during its history. The activities represented by this body are most significant. Many occupy fine positions of leadership; many others are in homes of influence. A few figures will indicate their different interests.

Four hundred and sixteen of these young women are teaching in colleges, normal schools, settlements, churches and private schools as well as the public schools of our country; 256 are married; 32 are living at home, and 177 are in special lines of work which range from government positions on the one hand to every type of professional positions on the other. Some are teachers, architects, camp organizers. Others are in charge of homeless children, some are domestic science leaders, deaf mute specialists, foreign missionaries, government workers, editors,

reporters, settlement workers, suffrage workers and trained nurses, in England, Canada, Australia, France, Japan, India, China, Switzerland, South America, as well as practically every state of the Union.

#### THE FUTURE

The demands of the future are far greater than any educational institution can meet. The girl of the city today must be trained more carefully than ever before in the world's history. No one can foretell all that she will be required to do. But we know at least, that moral character, a sympathetic personality, the quality of initiative with the desire to serve are imperative, if woman is to live even reasonably according to her nature.

Our Twenty-Fifth Anniversary, June 28th and 29th will close a series of Silver celebrations by the Chicago Kindergarten Institute and Gertrude House with a reunion. Speakers of note will take part, social affairs will be given and two of the original founders will be present. With the close of such a quarter of a century of service the next twenty-five years opens new possibilities beyond description. A New Era in the world with Peace as the Vision of the Future makes Woman's place in life, in the home and in education for social service of immeasurable value and significance.

#### THE NEEDS

A building is available, suited to our growing needs both for the Normal School, and its residence and new forms of educational work, needed in the community. The Homemaking Department offers an unlimited field. Past experience has proved that the care of little children of pre-Kindergarten age whose needs the workers in the United States and in Chicago have made so plain, must be supplied. We are therefore called to go forward because of our special preparation for this work.

The public is invited to attend the Twenty-fifth

Anniversary Celebration and share with those who have participated in its history, the Vision of the Future.

### THE CHILDREN'S YEAR

There is no appeal more demanding than the appeal of the immature to the mature. Such an appeal is made to every young woman who comes in contact with children. Even from the thoughtless, a child's trust, a child's faith, a child's insistent demand, bears fruit in womanly development. From the thoughtful, it demands the skilled service of an all around human being.

Today, as never before, the world needs trained service. Such service requires of a woman, that her life shall have as serious a purpose as a man's, and that in carrying on her work, whether in the class room, in the home, as a citizen in a civic community or as a patriot serving her country, "she share in the grasp of mind, the discipline of soul which come from the scientific spirit;" it demands of her "intelligent, efficient organization of work by scientific methods." Today, as never before, we owe to all children the foundation for adequate manhood and womanhood.

To be a teacher of the race is of eternal worth; it is to participate in the making of men. To be a teacher of young children is to share in the early flowering of a human soul.

### ANNOUNCEMENT

Through the demands of the war conditions have been revealed which are a serious menace to health, intelligence and moral integrity. Not only is the per cent of illiteracy startling among adults but equally evident is the need of care for the very young children of the community.

The Institute takes pleasure, therefore, in announcing that it will co-operate in the autumn with well-recognized organizations for the betterment of infant welfare. The young women of the Institute

will receive special training for this work in courses for pre-kindergarten training. The class work will be conducted by experts.

The Institute has also the exceptional opportunity of opening a new school on the North Side for children of kindergarten and primary grades which will be in informal co-operation with Francis W. Parker School and the Institute Training Center.

Send for special circular.

“WE ARE LABORERS TOGETHER WITH  
GOD”

Co-workers we are with Him! Were He to ask,  
“Come, star with me the spaces of my night,  
Or light with me tomorrow’s sunset glow,  
Or fashion forth the crystals of my snow,  
Or teach my sweet June-roses next to blow,”—  
O rare beatitude! But holier task,  
Of all His works of beauty fairest-high,  
Is that He keeps for hands like ours to ply!  
When He upgathers all His elements,  
His days, His nights, whole eons of His June,  
The Mighty Gardener of the earth and sky,  
That to achieve towards which the ages roll,  
We hear the Voice that sets the spheres a-tune—  
“Help me, my comrades, flower this little *Soul!*”

—W. C. GANNETT.



## THE KINDERGARTEN AS A CAREER FOR WOMEN

Every young woman, whatever her position in life, should be fitted to earn her own living. Only when she is prepared to offer society a fair equivalent in skilled service for her support and opportunity can she begin to think and act as an independent human being. Even if she is never obliged to earn her own living in the world's markets, she will still find the ability to do so a source of constant strength and power through her life. She will be a better mother and a better citizen because she knows practically how men and women are shaping the social and material world and their own lives through mutually helpful work. But if, through lack of means or through those financial disasters which are liable to overtake anyone, she is thrown upon her own resources, having had simply a good education in a high school or college, she must face the problem of self-support unprepared. She is like a hunter facing the forest with bare hands.

In selecting her vocation a young woman must consider, as her brothers must do, the probable demand for the work she fancies, its remuneration, its healthfulness, its effect on the character, the social opportunities it offers, and the chance it will give her to work out her ideals and serve her generation worthily. But she has another consideration which her brother does not have to meet. If she marries, her work is very likely to be interrupted and she must take up the activities that gather around a home. She must then, in selecting a career, give the preference to such work as will meet the first conditions and not unfit her for the career of wife and mother.

In the whole range of occupations open to women, that of the kindergartener probably meets these requirements more fully than any other. First, as to demand: In all the States of the Union the kinder-



garten is being steadily developed as an integral part of the school system. Thousands of teachers must be provided, and, as a large majority of kindergarten teachers marry, their numbers must be constantly recruited from new candidates. No able kindergartner need want for employment today and her future work is as assured as any occupation can be. Second, remuneration: The remuneration is good. From the first, the well prepared kindergartner can command from \$60 to \$100 a month, and as supervisor or trainer she may more than double this salary. Third, healthfulness: While exacting, the work is healthful and the hours are short compared with those of clerical work. There are two free days in each week besides the long summer vacation. Fourth, effect on character and social opportunities offered: The work is steadily and deeply educative; the little children appeal to all that is womanly in the teacher, and such is the emphasis laid on social development in the kindergarten, that women who have had kindergarten experience almost always become social leaders in the community.

But beyond all this, the kindergarten, unlike other forms of commercial and professional work which are open to women, fosters and develops all the tastes and interests that go to the making of an effective and happy home. There are no finer homes in America than those presided over by women who have taught for a time in kindergartens.

For success in kindergarten work, the candidate should have excellent health, an open and generous nature, good spirits, and a genial interest in life. She should love little children and have a natural aptitude for winning their trust and a keen desire to understand their point of view. To these natural qualities she should have added a good preliminary education equal to the ordinary high school course. Unless she can pass the examination for an ordinary teacher's

certificate, she will always be handicapped in her professional career.

Intellectually she should be well grounded in the history of education, psychology, and elementary sociology, and she should have an intimate and practical acquaintance with the principles and methods of the kindergarten. For highest success there must be added to this purely intellectual education the training of the feelings and emotions in the direction of loving service to humanity through little children. Much of the training should be given in connection with the children in actual kindergartens and primary grades.

## THE EDUCATIONAL BASIS OF THE SCHOOL

Education is interpreted on the basis of growth in social living. It has its historic and philosophical values but they are significant in so far as they reinterpret the life of today. Education is primarily psychological and sociological. "Progress is not a succession of studies, but in the development of new attitudes towards and new interests in the reconstruction of experience." Education is life. It is therefore artistic, scientific, religious, social and cultural. The education of each individual is considered in relation to the needs of group development.

The Chicago Kindergarten Institute seeks to realize these ideas, through its fine curriculum, its strong faculty, and through its residence for students, in which is created an atmosphere of refined living, kindly helpfulness, and professional aspiration.

## CHICAGO'S OPPORTUNITIES

Chicago presents unusual opportunities for education. In addition to a long season of Grand Opera and symphony concerts, there are many recitals by the leading musicians of the world. The Art Institute offers frequent exhibitions of contemporary art, as well as a magnificent permanent collection. The best

plays come to Chicago theatres, and the finest lectures are given here during the season.

There is, moreover, a wide field for the study of all forms of social science in schools and settlements. There are many centers for home and foreign mission work, and opportunities for the many lines of national and patriotic service.

## TWENTY-FIFTH ANNIVERSARY CELEBRATION

June 28th and 29th will be set apart for the recognition of our quarter of a century of experience. The Institute and Gertrude House have made a distinctive contribution to educational and social life. The celebration will be of a festal character with noted speakers, music and class reunions. A small, but comprehensive exhibit will be shown which will epitomize the work and worth of the Institute as a community asset. And, it will be a suggestive guide in pointing the way to higher and better achievement in the future—to those “who come after us.”

## CHICAGO KINDERGARTEN INSTITUTE

For Teachers of Kindergarten and Elementary  
Grades

### COURSE OF STUDY

The aim of the Institute is to present to students its training and ideals of life in such a manner as will develop the qualities of character essential to the successful teacher, so that in class-work, teaching of children and daily living, their lives shall be the sincere expression of an effort to attain these ideals.

Kindergarten and Elementary Course, three years.

Minimum Kindergarten Course, two years.

### SPECIAL COURSES

Home Making Course, one year.

Summer Session, six weeks.

Re-education Aide Course or Occupational Therapy, three months.



Pre-Kindergarten Play

## ENTRANCE REQUIREMENTS FOR KINDERGARTEN TRAINING

Candidates for entrance should be eighteen years of age and possess sufficient maturity to undertake the training. They should also possess general culture, fine character, and a sympathetic interest in children.

An accredited high school course (equal to the standard of the Chicago high schools), or its equivalent, is essential. A physician's certificate of health must be presented upon entrance.

Students wishing to enter the Institute are requested to send for application blanks, which must be filled out carefully and returned with a credential letter. When possible, a personal interview is requested.

College education, travel, musical or artistic training are valuable assets to the kindergartner.

### PROBATION

All students are accepted with the understanding that the first two months constitute a period of probation, and that only such students will be retained as candidates for the Diploma of the school as give evidence of ability to appreciate and fulfill their responsibilities.

## DIPLOMAS—CERTIFICATES—CREDITS

Upon satisfactory completion of the Two Years' Course a Diploma will be given to such students as have graduated from a four year high school course.

To students who are admitted without having graduated from a four years' high school course a certificate will be given upon the satisfactory completion of the two years' course in the Institute.

Applicants, who have studied with graduates of the Institute, may enter to complete their training and credit will be given for all previous acceptable work.

*Credits and recognition will be given for all work satisfactorily completed.*

An exchange of credits has also been arranged be-



tween the Northwestern University and the Chicago Kindergarten Institute. Correspondence is solicited.

Institute Diplomas are honored by Boards of Education in Illinois, New York, California, Michigan, Indiana, Kansas, Louisiana, Texas, South Dakota, Minnesota and Wisconsin. Accreditation is also available in many other States.

### STATE RECOGNITION

The Chicago Kindergarten Institute is accredited by the Examining Board of the State of Illinois. All graduates holding the Diploma for Kindergarten and Elementary teaching are thereby eligible without further examination for all Public School positions in kindergarten and first and second grades throughout the state.

### POSITIONS

The Institute, because of its high grade of training, has always been successful in assisting its graduates to desirable positions. In fact, the demand has exceeded the supply. It is to be understood, however, that positions are not guaranteed.

### CURRICULUM OF TWO YEAR COURSE

#### GENERAL EDUCATION

- \*Principles of Education.
- \*History of Education.
- \*Philosophy of Education.
- Educational Sociology.
- \*Psychology and Child Study.
- Ethics.

#### RELATED PROFESSIONAL SUBJECTS

- \*Natural Science in Relation to Education.
- Music.
- Art.
- Child and School Hygiene.
- Physical Training.
- \*Elementary Curriculum.
- Literature.



## KINDERGARTEN EDUCATION

\*Principles and Methods of Education applied to the Kindergarten.

Play Materials. .

Manual Arts and Home Activities.

\*Kindergarten Curriculum.

Froebelian Literature.

Montessori Methods.

Observation and Student-Teaching.

\*Students who complete this course satisfactorily and who desire to receive credits with a view to University work at the University of Chicago, may do so by conforming to the rules which govern unclassified students, viz., by obtaining the endorsement of a special examiner at the University and by the payment of the matriculation fee, \$5.00. (This is paid but once and entitles the student to continue work at the University at any time.) It also gives the general advantages of University membership, the use of libraries, certain lecture courses, public exercises, etc. Students should matriculate during first term.

## KINDERGARTEN AND ELEMENTARY COURSE THREE YEARS

Educators now recognize the need for better preparation of teachers for Kindergarten and Elementary Grades. This demand can be met only by educating women to a higher and better type of womanhood.

A broad education must therefore be presented which will, first, be cultural in value, humanizing and developing in appreciation of the best standards of life; and, second, the plan offered for this course must provide opportunities for larger professional study and experience in teaching, which will deepen and enrich the lives of the students and greatly increase their efficiency. For Curriculum see page

## MINIMUM KINDERGARTEN COURSE, TWO YEARS

The plan offered requires two years of 36 weeks each. This course meets the minimum qualifications of the present standard of professional training. The aim is to maintain the quality of work in accord with such ideals of education as will develop the most satisfactory teachers. For Curriculum of this course see page

## FORMATION OF MID-YEAR CLASSES

Young women who find it more convenient to enter the Institute in the winter may do so upon the same basis as those who enter in the autumn. Winter students complete

the Teachers' course in two years from entrance, unless special qualifications modify the length of time by summer school work. Special correspondence or conference invited. Send for catalog.

#### SUMMER SCHOOL

Summer School courses aim to meet the following needs: First, of students wishing to *shorten* the time required for a minimum two-year course which offers a diploma in Kindergarten Teaching, or for a maximum three-year course in Kindergarten-Elementary Teaching. Second, of teachers with experience wishing to keep in touch with newer lines of work in Materials, Methods and Outlook. Third, of both teachers and students desiring to enjoy the great privilege of coming in contact with leaders and experts and to profit by a concerted effort for the Conservation of Childhood during the coming "Children's Year."

#### SCHOOL OF HOME MAKING, ONE YEAR

The aim of the School of Home Making is to present a practical training in household activities sufficient to enable a young woman to undertake the care and management of a home with dignity, and with such efficiency as will not only guarantee its happiness, but also the health and comfort of all its members.

By the term Home Making is meant a working knowledge of marketing, cooking, hygiene, dietetics, cost of living, rearing of children, and home nursing. A woman who has been well trained in home activities "ought to be a far more effective teacher, a more efficient manager or worker in the great variety of civic and social enterprises." Woman's work is not only that of practical efficiency but also "The Study of Right Living, the study of the importance, the utility, and the possible beauty of the common things of daily existence." For Curriculum see page

#### SUPPLEMENTARY COURSE, ONE YEAR

Students who have had previous training, or partial training, and who wish to supplement such work, may enter this course at any time of the year. Particular care will be taken to place these students in such classes as seem most desirable. As many as forty different training schools have been represented in this course in the past.

#### NEW COURSES

##### RE-EDUCATION AIDE COURSE OR OCCUPATIONAL THERAPY THREE MONTHS

The special mission of the Re-education Aide is to hasten the complete recovery of wounded persons by curative measures and the remedial processes of training which develops into self-helpfulness thru Occupational Therapy.

The personal qualifications are in the main the same as those of good teachers. Good health, knowledge and skill in the particular occupations to be taught, attractive and forceful personality, teaching ability, sympathy, tact, industry and good judgment. An understanding of the principles involved in education, psychology and biology are essential. Clay and leather modeling, elementary woodwork and toy making, weaving, basketry, beadwork and the use of color as applied to block printing, stencilling and art needlework are offered.

The privilege of practicing under expert supervision is given members of the class at Cook County Hospital in the curative wards.

A Certificate will be awarded to those who have satisfactorily completed the course.

### CREDITS

The following credits are required for graduation from the Institute:

Kindergarten and Elementary Course, 3 years.....	30 credits
Minimum Kindergarten Course, 2 years.....	21 credits
Home Making Course, 1 year.....	Special credits
Summer session .....	Special credits
Occupational Therapy Course.....	Special credits

A credit means seventy-two periods of recitation or prepared work. Each period equals fifty minutes.

A half-credit means thirty-six periods of prepared work.

### KINDERGARTEN AND ELEMENTARY COURSE

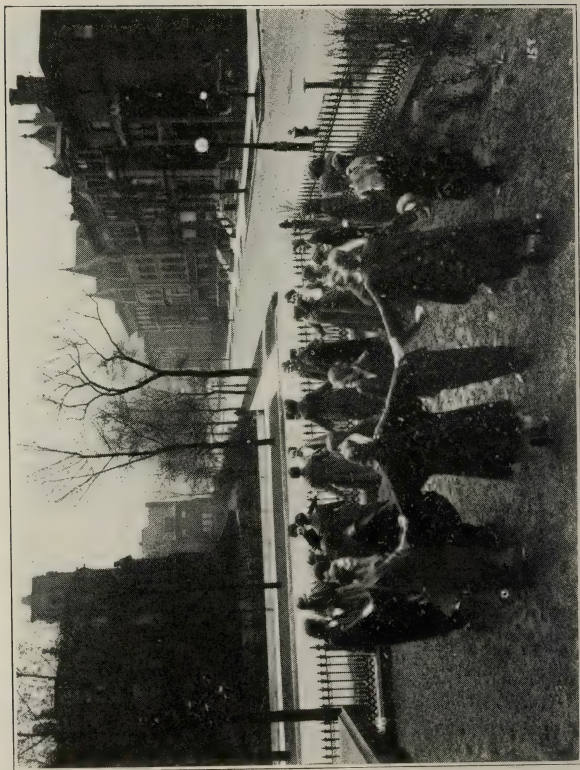
THREE YEARS (TWO TERMS EACH) 30 CREDITS

#### FIRST YEAR

Study of Racial Development and the History of the Family; Ethics and its Place in Education; Study of Modern Homes in contrast to Homes of Former Periods; the Present-Day Adult Interests—Moral, Mental, Aesthetic and Practical Care of and Play with Small Groups of Children, as a basis for special observation development and to establish resourcefulness. Natural Science; Elementary Economics (household and social); Physiology and Hygiene Principles Governing Life and their Use in Educational Procedure; Music; Art; Social Welfare; Home Activities; Play Interests and Material (to develop resource and to arouse spirit of inquiry); Games.

Visit and assist in nurseries, hospitals and kindergartens.

Conferences with Faculty for educational guidance.



Outdoor Games

SECOND YEAR

Principles of Education; Psychology and Child Study; Froebel's Mother Play; Observation and Student Teaching; Children's Play Interests, Nature-interests, Story-interests; Manual Arts, Play-materials, Music, Games, and Rhythmic Dancing (to add training and deeper insight).

History of Education; Sanitation and Hygiene; Natural Science, Introductory Course in the Curriculum; Physical Training.

Student-teaching in kindergartens, elementary grades and hospitals. Visit schools, museums, etc.

Conferences with Directors and Supervisor.

Leadership in training-school games, Student Government, etc.

KINDERGARTEN AND ELEMENTARY COURSE—

(Continued)

THIRD YEAR

Psychology and Child-Study; Study of Mental-Measurements and Mental Endowment; Elementary Curriculum; Kindergarten Curriculum; Educational Materials; Dramatic Arts for Adult and Child; Constructive Arts for Adult and Child; Literary Arts; Fine Arts; Music; Principles and Methods of Education; Natural Science; Biology; Physical Training; Educational Sociology; Conservation of Childhood; Health; Sanitation and Hygiene; Social Welfare; Eugenics; Philosophy of Education of Froebel compared with Modern Educators.

Kindergarten and Elementary grade teaching.

Laboratory demonstration (household economics).

Class Conferences.

Faculty Conferences.

Festival (in charge of class).

To develop initiative—critical as to values and methods.



## MINIMUM KINDERGARTEN COURSE\*

### TWO YEARS

FIRST YEAR, TWO TERMS, 18 WEEKS EACH, TEN CREDITS

GENERAL EDUCATION	Periods
Principles of Education.....	36
Elementary Psychology and Child Study....	72
Ethics .....	24
History of Education (Introductory).....	12
General Lectures .....	18

### RELATED PROFESSIONAL SUBJECTS

Natural Science .....	36
Art .....	48
Music .....	36
Child and School Hygiene.....	36
Physical Training (Rhythm, Folk Dancing, General Games) .....	72
Literature .....	36

### KINDERGARTEN EDUCATION

Principles and Methods as Applied Kinder- garten .....	24
Play Materials .....	36
Kindergarten Curriculum .....	12
Manual Arts and Home Activities.....	54
Froebelian and other Literature.....	36
Games in the Kindergarten.....	36
Supervisor's Conferences .....	18
*Observation and Student-Teaching (Mini- mum) .....	180

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\*The Faculty reserve the right to readjust the Curriculum in relation to the need of each class.



## MINIMUM KINDERGARTEN COURSE—CONTINUED\*

Second Year, Two Terms, 18 Weeks each, 11 Credits

GENERAL EDUCATION	Periods
History of Education (Advanced Course) . . .	48
Educational Sociology . . . . .	24
Psychology . . . . .	24
General Lectures . . . . .	18
RELATED PROFESSIONAL SUBJECTS	
Natural Science . . . . .	36
Art . . . . .	24
Music . . . . .	36
Child and School Hygiene . . . . .	36
Laboratory Experiments . . . . .	36
Physical Training . . . . .	36
Literature . . . . .	48
Elementary Curriculum . . . . .	36
KINDERGARTEN EDUCATION	
Principles and Methods as applied to Kindergarten . . . . .	24
Play Materials . . . . .	48
Kindergarten Curriculum . . . . .	48
Montessori Methods . . . . .	12
Manual Arts . . . . .	36
Wood Work . . . . .	18
Froebelian and other Literature . . . . .	36
Games in the Kindergarten . . . . .	12
Supervisor's Conferences . . . . .	18
Observation and Student-Teaching . . . . .	180

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\*Student teaching is required according to the needs of the individual.

SUMMARY OF SUBJECTS OFFERED IN MINIMUM  
KINDERGARTEN COURSE OF TWO YEARS

## HISTORY OF EDUCATION

48 Periods

In this work an attempt is made to examine the great periods in human history with a view to determining their informing ideas and ideals, and the means people used, consciously or unconsciously, to perpetuate their ideals in their children. To give the feeling of the periods studied, extracts are presented from original writings. On these materials the students are required to pass individual judgments, and then, through discussion, they are led to larger comparisons and generalizations. Educational reformers and theories are studied in their relation to the life out of which they have developed.

## EDUCATIONAL SOCIOLOGY

24 Periods

In this work a study is made of education, considered as a factor in the whole group of social activities. The support, supervision, and limits of school work are studied. In addition to this, a study is made of the groups of activity that form opinion and determine conduct, family life, society, political activity, work and recreation. Churches and the press are examined as educational agencies.

## PSYCHOLOGY

48 Periods

This course affords an introduction to the basic principles of modern psychology. The work will be conducted by means of lectures, textbook readings and recitations. After the more rudimentary materials have been mastered, attention will be directed to the practical bearings of Psychology upon the work of teaching. Students will be encouraged to make systematic observations upon the mental and physical characteristics of children.

## CHILD STUDY

24 Periods

Observation and student-teaching will be the basis of the course in Child Study. The study of Froebel's Mother Play book will be closely related to this course through observation and interpretation. Special lines of psychological investigation will show how principles of mental development underlie both child and adult thinking.

## PRINCIPLES OF EDUCATION

36 Periods

A brief course centering about such educational principles as are necessary for an insight into present-day aims and means of education. In addition the course includes a careful study of the various phases and stages of development shown through the periods of infancy and childhood. References: The Educative Process, Bagley; Education, Thorndike; Prin-

ciples of Education, Bolton; Talks to Teachers, James · Mental Development, Dewey.

#### ETHICS

24 Periods

A brief outline of some of the most important principles of ethical doctrines will be presented: Character and Conduct, Moral Judgment Institutions, Customs, Duties, Virtues and Standards will be discussed. References: Ethics, Dewey and Tufts. Dewitt Hyde.

#### NATURAL SCIENCE IN RELATION TO EDUCATION

Field study (1) to become acquainted with the plant and animal life of the region; (2) their relation to the environment; (3) the selection of the interests and experiences of childhood that may lead toward wholesome feelings and attitudes toward nature and life; (4) the selection of materials to be used, and the principles of organization.

#### MUSIC

72 Periods

This course extends over a period of six months in both Junior and Senior years. The work includes the singing of simple songs in chorus and individually, the playing of simple piano numbers, the analysis of the songs and the elements of form and composition. Students will be given credit for previous work which is satisfactory. Those who have had no musical training will be expected to fulfill the requirements, making up their deficiencies when necessary by taking private lessons:

#### Requirements:

Ability to play rhythmically and with accuracy songs for the Kindergarten and music for Rhythm work corresponding in difficulty to the "Rhythm of Childhood" by Crawford and Fogg, or "Rhythm for the Kindergarten," by Herbert Hyde.

Voice of range and quality sufficient for vocal presentation of songs for children. Ability to sing short scale and interval exercises, true to pitch.

#### ART

72 Periods

This includes instruction in modeling, color-work, free-hand perspective, blackboard drawing, free-hand cutting, principles of design and composition with special relation to their application in kindergarten.

#### CHILD AND SCHOOL HYGIENE

72 Periods

The course presents the conditions which determine health, first, of the individual adult, and, second, with reference to the special needs of childhood.

The essential aspects of health and hygiene which are discussed are as follows: Hygiene, an economic necessity; prevention of disease; protective measures, and the improvement of health conditions through sanitary control; the responsibility for care of children's health and how maintained; the relation of personal health to group life.

The Red Cross Courses include First Aid and Home Nursing.

These standard courses receive Government recognition.

#### PHYSICAL TRAINING

108 Periods

(A physician's certificate of health must be presented before entering this course.)

This course embraces Games, Folk Dancing, Rhythmic Training, Hygiene, Physical and Respiratory exercises.

A study will be made of games suitable to the kindergarten, together with practice in playing them. Folk-dancing and rhythmic exercises will receive special attention. Physical exercises are given from the standpoint of health. The care of little children and the health of the teacher will be discussed by experts.

#### STUDENT MOBILIZATION

The students of the Institute have recently mobilized for the purpose of promoting *physical fitness* and *personal efficiency* in order that they may add to their regular academic program some form of civic or military training.

To promote *physical fitness* the plan provides for regularity in habits of eating, sleeping and bathing, for proper dress, and for one hour each week of military drill in addition to the regular hours of exercise. To promote *personal efficiency* special attention is given to orderliness of rooms and personal belongings, to conscientious planning of each day's program, and to the adoption of a specific form of civil or military relief work.

The drill is planned to develop proper position and carriage of the body, endurance, self-control, and the ability to respond quickly to commands. It has no relation to tactical instruction.

#### ELEMENTARY SCHOOL CURRICULUM

36 Periods

This course will deal particularly with: (a) The principles underlying a course of study in social occupations in relation to ethical development and the acquisition of knowledge; (b) Discussions of the methods of teaching History, Geography, Science, English, Mathematics, etc., in the light of a scientific theory of education. Observation and student assistance in the Francis W. Parker School is required.

LITERATURE

84 Periods

A study of various types of literary materials from the standpoint of literary sources and literary content. In connection with the definite purpose of increasing the student's appreciation of good literature, this course aims to establish (1) standards in selecting and grading children's Rhymes, Poems, and Stories; (2) standards of Story Telling.

PRINCIPLES AND METHODS OF EDUCATION APPLIED

TO KINDERGARTEN AND PLAY MATERIALS

132 Periods

The study and use of Play Materials is an outgrowth of the course in Educational Principles showing its application to Play Materials devised by Froebel.

FROEBEL'S PHILOSOPHY OF EDUCATION AND LITERATURE

72 Periods

A study of the principles underlying the meaning and purpose of education, based upon Froebel's Education of Man and Froebel's Mother Play, together with reference reading from Mackenzie's Manual of Ethics, Pedagogics of the Kindergarten and Froebel's Education by Development.

HISTORY OF EDUCATION (Introductory)

12 Periods

This course deals with: (a) the lives, the setting, and the writings of Pestalozzi and Froebel; (b) the educational principles the Elementary School owes Pestalozzi; (c) the educational principles the Kindergarten owes Froebel.

THE KINDERGARTEN CURRICULUM

60 Periods

The aim of the course in the first year is to enable the student-teacher to "see the developing child and the means for his development as part one process." These two aspects form the basis for discussion. They enable the student to discern the principles and methods which guide in the selection of further educative experiences in childhood. Tentative plans are made.

The principles underlying the kindergarten curriculum are considered in relation to education in general in order that the student may discover the same fundamental factors operating. Different principles of selection and organization of materials are compared in order that the changing and advancing needs of particular groups of children may be more adequately met. The activities and interests of childhood are studied in relation to standards of growth. They form the basis of organization of subjects and materials. The Montessori Method is presented briefly, in comparison with the kindergarten, in order that an intelligent appreciation may be gained of the work and motive of the founders of both methods.



## MANUAL ARTS AND HOME ACTIVITIES

108 Periods

Courses will be given in basketry, weaving and woodwork, in the use of nature materials, in kindergarten occupations and cardboard and paper construction work.

The aim is to present their educational value, and their relation to the growth of capacity in children.

In addition, a group of studies will be conducted in the industrial and household arts, with laboratory and classroom experiments relating to special problems.

## OBSERVATION AND STUDENT-TEACHING

360 Periods

Observation in accredited Kindergartens and Schools, precedes practice teaching.

In the Two Years' Course a minimum of one year of student-teaching is required. This requirement is adjusted according to individual needs.

All absences must be made up.

In the Three Years' Course, when in the judgment of the Directors and Supervisor, more teaching is desirable, suitable arrangements will be made.

Varied opportunities for observation and student teaching are required in public, private and settlement kindergartens, primary grades, hospitals and infant welfare stations in different parts of the city and suburbs.

Students have the special opportunity of practice teaching in the primary grades of the Frances W. Parker and the Chicago Latin Schools.

Additional teaching under the direction of the Faculty of the Institute is to be offered in September in a new Kindergarten and Primary School which will be in informal co-operation with the Frances W. Parker School.

## SUPERVISOR'S CONFERENCES

36 Periods

Frequent conferences with the Supervisor and other members of the Faculty are required for complete co-operation, mutual understanding, and progress.

## KINDERGARTEN DIRECTORS' AND ELEMENTARY GRADE TEACHERS' CONFERENCES

## FORTNIGHTLY SESSIONS

The Directors of Kindergartens and teachers in elementary grades co-operating with the Institute meet for the discussion of educational problems involved in their daily work with children and assistant teachers.

In addition to the able body of lecturers and teachers of

*Page Thirty-Eight*



the Chicago Kindergarten Institute, the high standard of its scholarship, and the wide scope of its work, social and educational (including, as it does, experience in Settlements, Play Grounds, Schools, public and private), make it unique among training schools.

### SUMMER SESSION

The Summer Session of the Institute will be six weeks in length. Registration June 28th. Students of the school will have the special privilege of attending meetings of the National Education Association Convention in Milwaukee. In addition to fine courses, experts from the University of Chicago will give a valuable series of lectures.—New course—Occupational Therapy. Demonstration School of Kindergarten and First Primary. (Send for Summer School Circular.)

### SCHOOL OF HOME MAKING

“Woman is the mother of humanity; therefore the fitting educator of humanity; she herself has the right to claim such education as shall best fit her for the experiences of the home, humanity’s most essential school.” Home is the national and civic unit, the focal point of living. Into the home are poured all the products of the world—food, water and clothing, furnishing, books and friends. It is important that these should be chosen wisely, for upon the choice depend the happiness and well being of the household.

### CURRICULUM, SCHOOL OF HOME MAKING

#### THE FAMILY:

History, Psychology, Ethics, Eugenics, Parenthood, Problems, Relation to Civic Life, Social Development.

#### THE CHILD:

Physical Care, Growth, Clothing and Food, Character Development, Surroundings, Art, Music, Stories, Games, Occupations, Mental and Moral Training.

#### ART IN THE HOME AND TOWN

#### THE HOME AND THE HOUSE:

Location, Equipment, Organization, Decoration.

#### FOOD:

Marketing, Cooking, Food Values, Cost of Food, Care of Food, Serving, Servants, Dietetics.

CLOTHING:

Selection, Cost, Care, Suitability, Beauty.

COST OF LIVING:

Accounts, Family Budget, Technique of Buying for the Home.

HYGIENE:

Hygiene of the House, Child Hygiene, Hygiene of the Mother, Emergencies, Home Nursing.

RACE WELFARE AND SOCIAL PROGRESS:

Civic Morality; Relation of Home to Producer, etc., to Altruism, etc.

Opportunity will be afforded for observation and care of children, together with practical experiences in nurseries, kindergartens, hospitals, playgrounds, etc.

The laboratory for this course is at Gertrude House. The House is equipped for the distinct purpose of giving young women an opportunity to study Home Making in a practical manner, and to live together under wholesome conditions.

"To be housekeeper, to be homemaker, to take from each part of life its offering of value and patiently weld them into a coherent whole"—that is the faculty of woman—"to make a city a home, to elicit from discordant elements a harmonious total of warm, charming, noble, livable life."

SEND FOR SPECIAL CIRCULAR



Gertrude House—The Juniors at Home

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## CHICAGO KINDERGARTEN INSTITUTE

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The Chicago Kindergarten Institute is a member of the Association of Commerce of Chicago.

### TUITION FOR CHICAGO KINDERGARTEN INSTITUTE

Tuition is Payable Semi-Annually, Sept. 23, 1919, and Feb. 2, 1920.

#### Three-Year Course—

First two years, each year.....	\$120
Third year .....	80
Minimum Kindergarten Course (two years), each year .....	120
Supplementary Course (one year).....	120
Non-Professional or Home Making Course.....	100
Occupational Therapy Course (three months) ..	50
Summer Session (six weeks).....	30
Registration (for all courses).....	5

Arrangements may be made for less than six months at the rate of \$20 a month or pro rata for single studies.

Extra Single courses special rates.

Text Books and Materials required in the various courses may be obtained at the Institute office.

Use of piano for practice, ten cents per hour.

Graduation expenses, five dollars per student.

No tuition is refunded after the opening of the term.

Send for special circular for resident expenses in Gertrude House or Annex.

Checks should be made payable to Chicago Kindergarten Institute.

Registration day, September 23, 1919. Hours, 1 to 3 p. m.

BUSINESS MANAGER, MRS. MARK SKINNER LANSING.

REGISTRAR AND FINANCIAL SECRETARY, MRS. ANNA SHUTTS.

AUDITOR, MR. EDWARD B. DAVIDSON.

## GENERAL NOTICES

The office is located in Gertrude House, which is the Student Home at 701 Rush Street, corner of Huron Street.

The Class rooms are located at 740 Rush Street across the street from the residence.

The Institute will be open at 1 p. m., Tuesday, September 23rd. All students will be required to register.

Classes will be organized at 3 p. m.

Classes meet four afternoons every week during the school year, and four mornings a week when students are not assisting in the morning kindergartens.

Students will be required to make up all recitations or class requirements lost through absence, either by taking private lessons from tutors selected by the Institute, or by doing a certain amount of extra prescribed work, with written abstracts. Extra charges will be made for private tutoring. Students entering late must be responsible for making up the work they have missed.

All absences from the required practice teaching must be made up during vacations or at the close of the school year.

All students are required to be present at exercises on "Class Days." Absence from the same deducts seriously from class records.

Attendance is expected at all classes and at kindergartens for required teaching on closing days and opening days, before and after school vacations.

## LECTURES

The students have from time to time the privilege of attending both single lectures and courses by well-known specialists on Art, Social, Civic and Child Welfare topics. Frequently studies will be made of the great musical masterpieces with special relation to the programs of the Chicago Symphony Orchestra (founded by Theodore Thomas).

## GERTRUDE HOUSE

HOUSE-MOTHER, MRS. HARRIET DENISON HALL

Gertrude House, 701 Rush Street, the student home, is a unique residence for students frankly adapted from the home life established between Froebel and his students at Keilhau. Believing that all social virtues emanate from the home and family life, the house was named for Gertrude, the ideal mother and teacher in Pestalozzi's educational romance, "Leonard and Gertrude."

Being strictly an educational institution, the house is non-sectarian and democratic. Certain home duties are shared in common and house members participate in periodical house-meetings where ideals of home-making and daily living are discussed. The home life thus develops in the individual a fine and sincere regard for such ethical standards as are essential in group relationships; it also harmonizes and applies the cultural and practical ideas and standards set forth in the class room.

In recognition of the value of this training in character building, the Faculty gives special honors to each student according to the measure of her attainment in her home-life thru co-operative work.

The regular membership of the household is limited and all members are expected to enter for the year unless special arrangements are made beforehand to the contrary.

The dates of opening and closing the House are in accordance with those of the Institute.

Gertrude House is always open to kindergartners who may wish to make it their headquarters while visiting Chicago during the school year.

It is hoped that students will be able to take advantage of the many opportunities Chicago offers in its libraries, museums, concerts, theaters, operas, etc. Students will be allowed to receive visitors and go to entertainments on Saturdays and such Friday evenings





Christmas Carols on Christmas Morn



as do not conflict with the house-meetings. Parents or guardians of each member of Gertrude House are requested to send a letter to the House Mother stating their wishes in regard to the escorts whom the student may be allowed to accept. Students' parties to theaters or other evening entertainments must be under proper chaperonage. Expenses are to be met by the party.

The regular living expenses (no laundry included) are based upon the lowest actual estimates for the school year, and are payable in four installments, September 23, December 2, February 2, and April 12.

Send for Special Circular.

The residence for students who desire its delightful accommodations will be temporarily located at 701 Rush Street, corner of Huron, and it will be used until such time as the permanent home is ready for occupancy.

The building is one of the fine, old houses of the North Side, formerly occupied by the family of Mr. Henry W. King. It is spacious and hospitable in arrangement and well-lighted on every side.

Built in the days of stately leisure and gentle high bred civility, the house preserves the spirit of its time. It is gracious, hospitable and charming; it is excellently adapted for a modern school residence because of the care and money which have been put into it to make and keep it up to date.

One enters the house to find a wide hall-way from which rises an old-fashioned broad stairway. On the left of the hall is the drawing room with mirrors and quaint chandeliers. On the right is the old library with fire-place, book closets and tall book shelves that reach to the high ceiling.

The dining room is at the end of the hall. It is large and comfortable, with high paneled ceiling, and tapestried walls. The fire-place is wide and deep, built for blazing logs of the Yuletide sort.



After Dinner

The upper floors are given over to bedrooms, each one large, well lighted and ventilated.

On the whole, the house is a fitting residence for a school founded on the theory that home making is a woman's fundamental business. It greets the visitor with a spirit of cordiality and gives an ample measure of its shelter and comfort.

#### STUDENT GOVERNMENT ASSOCIATION

The Student Government Association was organized in 1908, the faculty and students desiring to establish individual and community responsibility in the life and conduct of Gertrude House and the Institute. The general purpose of the organization is to preserve a high standard of womanhood and to promote a spirit of co-operation with the Faculty, to give training in self-government. Authority is vested in an executive board consisting of representatives from all the classes. All non-official members of the Training School and all non-official residents of Gertrude House are members of the Student Government Association, and therefore subject to its constitution.

#### THE FELLOWSHIP CLUB OF CHICAGO KINDERGARTEN INSTITUTE

This Club enables the Alumnae to keep in touch with the work of their Alma Mater and the undergraduate body. It is governed by a Board of graduates representing different classes with one member from the Faculty. Its purpose is both social as well as educational. These purposes are furthered by a school paper which is issued twice a year and also by membership in the International Kindergarten Union.

#### THE STUDENT WOMEN'S CHRISTIAN FELLOWSHIP OF CHICAGO

Investigation shows that the city of Chicago has nearly one hundred special and professional schools, which admit women, with an attendance of over fifty thousand women students. Before the fall of 1915 there was little intermingling, but there was a growing desire on the part of some to come into touch with others. Being restricted to their own profession seemed "narrow." The only worth while union was that along lines calculated to develop true womanhood, through Christian fellowship. The future no one dare prophesy. The Fellowship now embraces schools from the professions of Art, Church Work, Commerce, Dentistry, Domestic Science, Expression, Kindergarten, Law, Medicine, Music, Normal Training, Nursing, Physical Training and Social Service.

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CALENDAR.														
1920		Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	1920		Sunday	Monday	Tuesday	
Jan.		4	5	6	7	8	9	10	May		2	3	4	5
		11	12	13	14	15	16	17			9	10	11	12
		18	19	20	21	22	23	24			16	17	18	19
		25	26	27	28	29	30	31			23	24	25	26
Feb.		1	2	3	4	5	6	7	June		1	2	3	4
		8	9	10	11	12	13	14			6	7	8	9
		15	16	17	18	19	20	21			13	14	15	16
		22	23	24	25	26	27	28			20	21	22	23
		29									27	28	29	30
Mar.		1	2	3	4	5	6	7	July		1	2	3	4
		8	9	10	11	12	13	14			4	5	6	7
		14	15	16	17	18	19	20			11	12	13	14
		21	22	23	24	25	26	27			18	19	20	21
		28	29	30	31						25	26	27	28
April		1	2	3					Aug.		1	2	3	4
		4	5	6	7	8	9	10			8	9	10	11
		11	12	13	14	15	16	17			15	16	17	18
		18	19	20	21	22	23	24			22	23	24	25
		25	26	27	28	29	30	...			29	30	31	...
1920		Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	1920		Sunday	Monday	Tuesday	
Sept.		5	6	7	8	9	10	11	Oct.		1	2	3	4
		12	13	14	15	16	17	18			3	4	5	6
		19	20	21	22	23	24	25			10	11	12	13
		26	27	28	29	30	31	...			17	18	19	20
Nov.		7	8	9	10	11	12	13	Dec.		1	2	3	4
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		28	29	30	...	...	...	...			19	20	21	22
											26	27	28	29





## FORM OF BEQUEST

---

I give and bequeath to the Chicago Kindergarten Institute  
Society, a corporation organized under the laws of the State of  
Illinois, the sum of..... dollars,  
.....  
to be appropriated by the Board of Directors for the benefit of the  
Institution in such manner as they may deem most useful.







43H  
80/21

AUG 20 1920

# THE SCHOOL OF ELEMENTARY AND HOME EDUCATION

1920  
1921









*Established 1894*

*Incorporated 1913*

**BULLETIN**  
**of**  
**The School of**  
**Elementary and Home Education**

Formerly  
CHICAGO KINDERGARTEN INSTITUTE  
Accredited

**Director**  
MRS. MARY BOOMER PAGE

**Honorary Directors**  
MISS CAROLINE C. CRONISE      MRS. ETHEL ROE EICHHEIM

**The Children's School**  
350 BELDEN AVENUE      TELEPHONE: LINCOLN 2439

**School Office**  
701 RUSH STREET      TELEPHONE SUPERIOR 250

**School Residence — Gertrude House**  
701 RUSH STREET      TELEPHONE FOR RESIDENTS: SUPERIOR 277

**Office of Executive Secretary**  
920 FINE ARTS BUILDING      TELEPHONE HARRISON 4351

**Three Departments**  
I. TEACHER TRAINING      II. CHILD WELFARE  
III. HOME-MAKING

**1920 — 1921**  
**Chicago, Illinois**

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The Bulletins of the School of Elementary and Home Education are issued four times a year and entered at the Post Office in Chicago, Illinois, as mail matter of the Second Class. BULLETIN No. 1



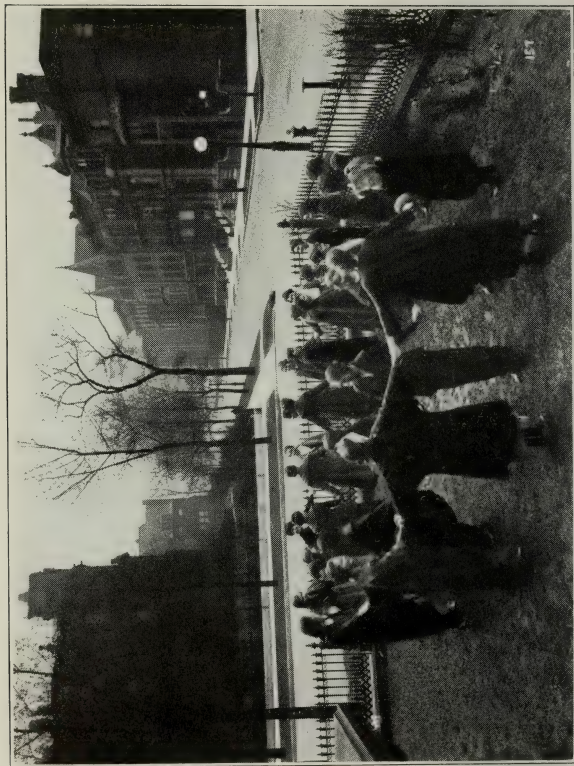
The School Headquarters

200 B. 11. Avenue

## The American's Creed

I believe in the United States of America as a government of the people, by the people, for the people, whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign Nation of many sovereign States; a perfect Union, one and inseparable; established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes.

I therefore believe it is my duty to my country to love it; to support its Constitution; to obey its laws; to respect its flag, and to defend it against all enemies.



Out-of-Door Games

# ELEMENTARY AND HOME EDUCATION ASSOCIATION (Incorporated)

Formerly  
CHICAGO KINDERGARTEN INSTITUTE

## OFFICERS

*Honorary President* — MRS. ELLEN M. HENROTIN

*President* — MRS. ENOS M. BARTON

*Secretary* — DR. NATHANIEL BUTLER

*Treasurer* — PHILIP WILLIAMS

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Dwight Heald Perkins

William S. Smith

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Mrs. Gustavus F. Swift, Jr.

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Mrs. Lyman A. Walton

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MRS. MARY SKINNER LANSING



# THE SCHOOL OF ELEMENTARY AND HOME EDUCATION

Accredited

## THREE DEPARTMENTS

1. Teacher Training
2. Child Welfare
3. Home-Making

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**CALENDAR OF THE SCHOOL OF  
ELEMENTARY AND HOME EDUCATION  
Teacher-Training Department  
1920 – 1921**

REGISTRATION OF STUDENTS

1:00 to 3:00 P. M., Wednesday, September 22, 1920.

ORGANIZATION OF CLASSES

3:00 P. M., Wednesday, September 22, 1920.

THANKSGIVING HOLIDAYS

4:30 P. M., Wednesday, November 24, 1920.

8:30 A. M., Monday, November 29, 1920.

CHRISTMAS HOLIDAYS

4:30 P. M., Wednesday, December 22, 1920.

8:30 P. M., Tuesday, January 4, 1921.

MID-YEAR REGISTRATION

1:00 to 3:00 P. M., Tuesday, February 1, 1921.

EASTER HOLIDAYS AND SPRING VACATION

To be announced.

SCHOOL CLOSES—4:30 P. M., Thursday, June 16, 1921.

REGISTRATION OF STUDENTS FOR SUMMER SCHOOL

9:00 A. M., Monday, June 27, 1921.

**Class Days**

OPENING DAY

3:00 P. M., Wednesday, September 22, 1920.

THANKSGIVING EXERCISES

2:30 P. M., Wednesday, November 24, 1920.

CHRISTMAS EXERCISES

2:30 P. M., Wednesday, December 22, 1920.

NEW YEAR EXERCISES

2:00 P. M., Tuesday, January 4, 1921.

OPENING MID-YEAR TERM

2:00 P. M., Tuesday, February 1, 1921.

EASTER EXERCISES—To be announced.

ANNUAL EXERCISES—To be announced.

INTERNATIONAL PEACE DAY

“Candle Night” House Honors

7:00 P. M., Wednesday, June 15, 1921.

CLASS DAY—Saturday, June 11, 1921.

VESPER SUNDAY—5:00 P. M., Sunday, June 12, 1921.

RECOGNITION DAY

2:30 P. M., Thursday, June 16, 1921.

OPENING SUMMER SCHOOL SESSION

Monday, June 27, 1921.

## Teaching Staff for 1920-1921

MRS. MARY BOOMER PAGE

Ethics, Froebel's Philosophy of Education, Play Materials, Kindergarten Curriculum, Management and Administration.

To Be Announced:

Plays and Games (Senior Year), Play Materials (Junior Year), Parents' Meetings, Assistant Dean.

MISS MARY LINCOLN MORSE

Literature, Stories, Principles of Education, History of Education (Introductory).

MISS J. JANET HOFFMAN

Manual Arts, Home Activities, Wood Work, Elementary Economics.

MISS HELEN G. DWYER

Supervisor of Elementary Grades, Natural Science, Elementary School Curriculum, Principles and Methods.

MISS ALMA J. CANTOR, *Supervisor*

Supervisor's Conferences, Plays and Games (Junior Year).

MRS. MABEL KELLOGG RICH

Art

MISS ANNE TRIMMINGHAM, *Columbia School of Music*  
Vocal Music

MISS RUTH HARDY

Folk Dancing

PROF. EARL BARNES

History of Education.

PROF. L. H. BEELER

The Psychology of the Religious Nature.

DR. ARTHUR ATWELL SMALL

Public Health.

PROF. L. W. WEBB, *Northwestern University, Evanston*  
Psychology.

T. G. SHEA, *Sergeant, U. S. A.*

Physical Training

MRS. HARRIET D. HALL

*Dean of Students and House Mother of Gertrude House.*

### Staff of Lecturers

HORACE J. BRIDGES

*Leader Chicago Ethical Culture Society*

PROF. EARL BARNES

Philadelphia, Pa.

DR. FREDERICK BUDLONG

Chicago, Ill.

DR. NATHANIEL BUTLER

University of Chicago

MISS FLORA J. COOKE

*Principal Francis W. Parker School*

C. W. DOUGLAS

[Chicago, Ill.]

*Canon of Fond du Lac Cathedral*

History of Music

DR. JOHN GARDNER

*New England Congregational Church*

Chicago, Ill.

MISS MARY McDOWELL

University of Chicago Settlement

MRS. PORTER LANDOR MCCLINTOCK

University of Chicago

MISS LUCY HELEN PEARSON

*Director Student Women's Christian Fellowship*

DR. VANCE RAWSON

Chicago, Ill.

MRS. RAYMOND ROBINS

*President National Woman's Trade Union League*

MISS MARIE SHEDLOCK

London, England

REV. JOSIAH SIBLEY

*Pastor Second Presbyterian Church*

DR. ARTHUR ATWELL SMALL

Chicago, Ill.

PROF. GRAHAM TAYLOR

Chicago Commons Settlement

MRS. MARGARET STANNARD

Garland School of Home Making, Boston

MISS HARRIET E. VITUM

Northwestern University Settlement

DR. CHARLES FREDERICK WISHART

*President College of Wooster*

Wooster, Ohio

DR. WILLIAM IRVINE WISHART

Pittsburgh, Pa.

MRS. IRA COUCH WOOD

*Director Elizabeth McCormick Memorial Fund*

DR. LINDSAY-WYNEKOOP

Chicago, Ill.

*Also Other Specialists in Art, Social, Civic and Child Welfare Topics*

### **Leaders of Professional Conferences**

HELEN G. DWYER  
RACHEL HAMBURGER  
J. JANET HOFFMAN

THORA LUND  
MARY L. MORSE  
MRS. MARY H. TOPPING  
FLORENCE TOWNE

### **Faculty of the Summer School Session, 1920**

MRS. MARY BOOMER PAGE  
Director of the School of Elementary and Home Education.  
MISS J. JANET HOFFMAN  
Associate Director of the School of Elementary and Home Education.  
MRS. ALICE O'GRADY MOULTON  
(Formerly Director Kindergarten Department, Chicago Normal College.)  
MISS ELSIE A. WYGANT  
University of Chicago.  
MISS ANNE TRAMMINGHAM  
Columbia School of Music.  
ART INSTRUCTOR  
To be announced.  
PROF. L. H. BEELER  
Dean of Presbyterian Training School, Chicago.  
EDWARD F. WORST  
Director Manual Arts, Chicago Public Schools.

### **Lecturers in the Summer School**

*Subject: "Education the Foundation of Democracy"*

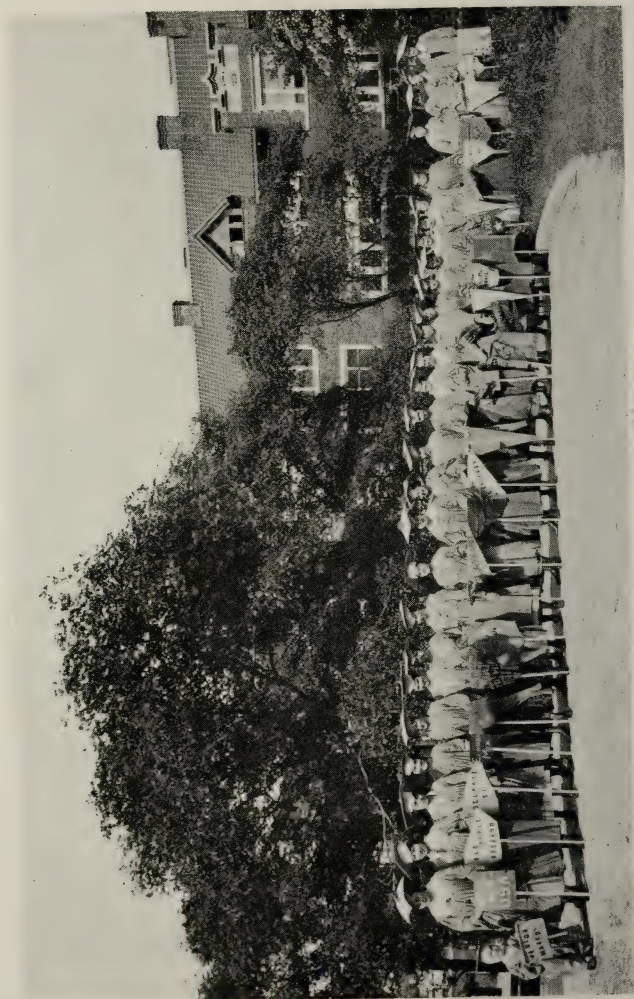
MISS JANE ADAMS  
Hull House Settlement, Chicago.  
MISS FLORA J. COOKE  
Principal Francis W. Parker School.  
MRS. WILLIAM F. YOUNG  
President Illinois Council Parent-Teacher Association.  
MISS LUCY HELEN PEARSON  
Director Student Woman's Christian Fellowship.  
HONORABLE PHILANDER P. CLAXTON  
Commissioner of Education, Washington, D. C.  
PROF. LORADO TAFT  
Art Institute, Chicago.  
REV. DR. CHARLES F. WISHART  
President Wooster College.

## HISTORY

### **1894 — Twenty-Sixth Anniversary — 1920** **Early Years**

The plans of the Chicago Kindergarten Institute originated during the Summer of the Chicago Columbian Exposition as a result of the inspiration given to a group of friends by Miss Annetta Schaepel, in charge of a notable educational exhibit from Europe. Women of different talents and ability constituted the directorship of the Institute. They were asked by representatives of the Christian Social Union of the University of Chicago to assist in establishing new lines of social and educational work in the Stock Yards, January, 1894.

In order that a Social settlement could later be conducted under its auspices, the University of Chicago Christian Union started the work with a Kindergarten and neighborhood visiting, and in October, 1894, the Social Settlement was organized with the Chicago Kindergarten Institute as an integral part of its educational and social work. The Institute began its school life with a training school for teachers of both Kindergarten and Elementary grades and a home for students, called Gertrude House. From the beginning (twenty-six years ago) the aim of the Chicago Kindergarten Institute has been the development of young women for participation in socialized educational experience. That it might establish the scientific attitude of mind and heart with varied lines of practical application of the classroom work, it has maintained a Normal School during this quarter of a century, which has adapted itself from year to year to the best ideals which educational development has produced.



Senior Students



### **The Institute**

The Institute was first located on the South Side, midway between the University of Chicago on the Southeast and its Social Settlement in the Stock Yards near Ashland Avenue on the west. Lecturers from the two great Universities in the neighborhood of the city have been identified with the training school since its organization, and prominent specialists have always been on its teaching staff. It has given rich, wide and varied opportunities for practice teaching, social work and demonstration of personal ability in co-operation with the leading Social Settlements of the city, Playgrounds, Schools, Hospitals, Libraries, Kindergartens and Primary Grades. The Kindergartens co-operating with the Institute have been located near the University of Chicago, the Stock Yards, the residential districts of the city and suburbs, as well as in the private, public schools and missions.

### **Gertrude House, the Student Home**

Gertrude House, the residence for the students of the Normal School, was originally located on the South Side, on East Forty-seventh Street, and the major portion of the training school work was conducted in the Settlement of the University, where Miss Mary McDowell has been its head resident since 1894. Gertrude House was established as a great experiment in co-operative and social living. It originated as an answer to a crying need for home life for women students in a large city. Its aim has always been to foster and to develop a mutually helpful spirit needed by students outside of school experience. The house life, therefore, recognized many lines of co-operative activity which functioned practically and spiritually in the life of the groups composing the home; it proved in a remarkable way that many young people could practically demonstrate the principles of democracy as the standard of fine community life.

## **Cultural Character of Gertrude House**

Gertrude House was the first residence of its kind in the country. The first decade of its history aroused so much discussion among educators and social workers everywhere that since then one of its original causes of existence has the hearty approval and support of all, namely, some sort of suitable residential life for out-of-town students.

Gertrude House is still, however, unique and the leader thruout the country in maintaining social principles and methods in the home life on a co-operative basis. It conducts special methods for recognizing such home life with House Honors for its home-making experiences, for each resident according to the measure of her growth.

The Chicago Kindergarten Institute was transferred in 1902 to the North Side, where it occupied a commodious building at 54 Scott Street until the Summer of 1917. The Institute at this period was and still is the only Normal School between the shopping district in the center of the city and our neighboring state, Wisconsin!

The Training School has added many new departments and courses to its original work and is justly proud of its development. The relation of the Kindergarten and Primary Grades is greatly strengthened, and the Primary Practice Centers, the Summer School, Home-Making and Child Welfare lines have been undertaken at different periods as essential in educational experience. Work in convalescent wards in hospitals has proved of especial value.

### **Our Alumnae**

Over 1,200 young women, representing every class of society, have been members of the Institute during its history. The activities represented by this body are most significant. Many occupy fine positions of leadership; many others are in homes of influence. Their co-operation with their school has been most loyal, generous and fine, and their activities through the Alumnae Club are of exceptionally high standard. Representatives have been received from England, Canada, Australia, France, Japan, India, China, Switzerland, South America, as well as practically every state of the Union.

### **The Future**

The demands of the future are far greater than any one educational institution can meet. The girl of the city today must be trained more carefully than ever before in the world's history. No one can foretell all that she will be required to do. But we know, at least, that moral character, a sympathetic personality, the quality of initiative with the desire to serve, are imperative if woman is to live even reasonably according to her nature and take her place intelligently in a democratic community.

## **Kindergarten and Primary Grade Teaching as a Career for Women**

Every young woman whatever her position in life, should be fitted to earn her own living. Only when she is prepared to offer society a fair equivalent in skilled service for her support and opportunity can she begin to think and act as an independent human being. Even if she is never obliged to earn her own living in the world's markets, she will still find the ability to do so a source of constant strength and power through her life. She will be a better mother and a better citizen because she knows practically how men and women are shaping the social and material world and their own lives through mutually helpful work. But if, through lack of means or through those financial disasters which are liable to overtake anyone, she is thrown upon her own resources, having had simply a good education in a high school or college, she must face the problem of self-support unprepared. She is like a hunter facing the forest with bare hands.

In selecting her vocation a young woman must consider, as her brothers must do, the probable demand for the work she fancies, its remuneration, its healthfulness, its effect on the character, the social opportunities it offers, and the chance it will give her to work out her ideals and serve her generation worthily. But she has another consideration which her brother does not have to meet. If she marries, her work is very likely to be interrupted and she must take up the activities that gather around a home. She must then, in selecting a career, give the preference to such work as will meet the first conditions and not unfit her for the career of wife and mother.

In the whole range of occupations open to women, that of the kindergartner probably meets these require-

ments more fully than any other. First, as to demand: In all the States of the Union the kindergarten is being steadily developed as an integral part of the school system. Thousands of teachers must be provided, and, as a large majority of kindergarten teachers marry, their numbers must be constantly recruited from new candidates. No able kindergartner need want for employment today, and her future work is as assured as any occupation can be. Second, remuneration: The remuneration is good. From the first, the well-prepared kindergartner can command from \$90 to \$125 a month, and as supervisor or trainer she may more than double this salary. Third, healthfulness: While exacting, the work is healthful and the hours are short compared with those of clerical work. There are two free days in each week besides the long summer vacation. Fourth, effect on character and social opportunities offered: The work is steadily and deeply educative; the little children appeal to all that is womanly in the teacher, and such is the emphasis laid on social development in the kindergarten, that women who have had kindergarten experience almost always become social leaders in the community.

But beyond all this, the kindergarten and primary teaching, unlike other forms of commercial and professional work which are open to women, fosters and develops all the tastes and interests that go to the making of an effective and happy home. There are no finer homes in America than those presided over by women who have taught for a time in kindergartens.

For success in teaching, the candidate should have excellent health, an open and generous nature, good spirits, and a genial interest in life. She should love little children and have a natural aptitude for winning their trust and a keen desire to understand their point of view. To these natural qualities she should have added a good preliminary education equal to the ordi-



nary high school course. Unless she can pass the examination for an ordinary teacher's certificate, she will always be handicapped in her professional career.

Intellectually she should be well grounded in the history of education, psychology, and elementary sociology, and she should have an intimate and practical acquaintance with the principles and methods of the kindergarten. For highest success there must be added to this purely intellectual education the training of the feelings and emotions in the direction of loving service to humanity through its children. Much of the training should be given in connection with the children in actual kindergartens and primary grades.

### **Educational Basis of the Teacher-Training School**

Education is interpreted on the basis of growth in social living. It has its historic and philosophical values, but they are significant in so far as they reinterpret the life of today. Education is primarily psychological and sociological. "Progress is not a succession of studies, but in the development of new attitudes toward and new interests in the reconstruction of experience." Education is life. It is therefore artistic, scientific, religious, social and cultural. The education of each individual is considered in relation to the needs of group development.

The School of Elementary and Home Education seeks to realize these ideals, through its fine curriculum, its strong faculty, and through its residence for students, in which is created an atmosphere of refined living, kindly helpfulness, and professional aspiration.

### **Location — Building and Grounds**

The School occupies a handsome building with wide porches in large grounds, covering two acres. No such location can be found elsewhere in the city of



Chicago for school purposes. It is one of the buildings of the School of Elementary and Home Education, and it is located only one block from Lincoln Park with its many attractions.

The building used by the school is generous and ample in its facilities; is wonderfully well lighted and adapted to the work of the Teacher-Training Department, and, due to its attractive situation, offers a most hospitable atmosphere to all who enter.

It is conveniently near the street car lines, auto buses and the Elevated Railroad, which afford convenient transportation to the downtown shopping district and its many centers of public interest.

### **Opportunities Offered in Chicago**

Chicago presents unusual opportunities for education. In addition to a long season of Grand Opera and Symphony Concerts, there are many recitals by the leading musicians of the world. The Art Institute offers frequent exhibitions of contemporary art, as well as a magnificent permanent collection. The best plays come to Chicago theatres, and the finest lectures are given here during the season.

There is, moreover, a wide field for the study of all forms of social science in schools and settlements. There are many centers for home and foreign mission work, and opportunities for the many lines of national and patriotic service.

## **For Teachers of Kindergarten, Pre- Kindergarten and Primary Grades**

### **Courses of Study**

The aim of the School of Elementary and Home Education is to present to students its training and ideals of life in such a manner as will develop the qualities of character essential to the successful teacher, so that in class-work, teaching of children and daily living, their lives shall be the sincere expression of an effort to attain these ideals.

Kindergarten and Elementary Course, three years.

Minimum Kindergarten Primary Course, two years.

### **Entrance Requirements for Teacher Training Department**

Candidates for entrance should be eighteen years of age and possess sufficient maturity to undertake the training. They should also possess general culture, fine character, and a sympathetic interest in children.

An accredited High School course (equal to the standard of the Chicago High Schools), or its equivalent, is essential. A physician's certificate of health must be presented upon entrance.

Students wishing to enter the School are requested to send for application blanks, which must be filled out carefully and returned with a credential letter. When possible, a personal interview is requested.

College education, travel, musical or artistic training are valuable assets to the kindergartner.

### **Probation**

All students are accepted with the understanding that the first two months constitute a period of probation, and that only such students will be retained as

candidates for the Diploma of the School as give evidence of ability to appreciate and fulfill their responsibilities.

### **Scholarships**

The School of Elementary and Home Education has at its disposal several scholarships which are awarded to those whose standing and character are considered worthy in the judgment of the Directors of the School. There are also resident scholarships for specially classified students. It is considered an honor in the School to receive a scholarship.

### **Diplomas — Certificates — Credits**

Upon satisfactory completion of the two years' course a Diploma will be given to such students as have graduated from a four-year High School course.

To students who are admitted without having graduated from a four-year High School course a certificate will be given upon the satisfactory completion of the two years' course in the School.

Applicants who have studied with graduates of the Institute may enter to complete their training, and credit will be given for all previous acceptable work.

*Credits and recognition will be given for all work satisfactorily completed.*

An exchange of credits has also been arranged between the Northwestern University and the School of Elementary and Home Education. Correspondence is solicited.

Institute Diplomas are honored by Boards of Education in Illinois, New York, California, Michigan, Indiana, Kansas, Louisiana, Texas, South Dakota, Minnesota and Wisconsin. Accreditation is also available in many other States.

### **State Recognition**

The School of Elementary and Home Education is accredited by the Examining Board of the State of Illinois. All graduates holding the Diploma for Kindergarten and Elementary teaching are thereby eligible without further examination for all Public School positions in Kindergarten and First and Second Grades throughout the State.

### **Positions**

The School, because of its high grade of training, has always been successful in assisting its graduates to desirable positions. In fact, the demand has exceeded the supply. It is to be understood, however, that positions are not guaranteed.

### **Curriculum of Two-Year Course**

#### **General Education**

- \*Principles of Education.
- \*History of Education.
- \*Philosophy of Education.
- Educational Sociology.
- \*Psychology and Child Study.
- Ethics.

#### **Related Professional Subjects**

- \*Natural Science in Relation to Education.
- Music.
- Art.
- Child and School Hygiene.
- Physical Training.
- \*Elementary Curriculum.
- Literature.

\*See note on following page.

### **Kindergarten Education**

\*Principles and Methods of Education  
Applied to the Kindergarten.

Play Materials.

Manual Arts and Home Activities.

\*Kindergarten Curriculum.

Froebelian Literature.

Montessori Methods.

Observation and Student Teaching.

\*Students who complete this course satisfactorily and who desire to receive credits with a view to University work at the University of Chicago, may do so by conforming to the rules which govern unclassified students, viz., by obtaining the endorsement of a special examiner at the University and by the payment of the matriculation fee, \$5.00. (This is paid but once and entitles the student to continue work at the University at any time.) It also gives the general advantages of University membership, the use of libraries, certain lecture courses, public exercises, etc. Students should matriculate during first term.

### **Kindergarten and Elementary Course — Three Years**

Educators now recognize the need for better preparation of teachers for Kindergarten and Elementary Grades. This demand can be met only by educating women to a higher and better type of womanhood.

A broad education must therefore be presented which will, first, be cultural in value, humanizing and developing in appreciation of the best standards of life; and, second, the plan offered for this course must provide opportunities for larger professional study and experience in teaching, which will deepen and enrich the lives of the students and greatly increase their efficiency. For Curriculum, see pages 27 and 29.

### **Minimum Kindergarten Course, Two Years**

The plan offered requires two years of thirty-six weeks each. This course meets the minimum qualifications of the present standard of professional training. The aim is to maintain the quality of work in accord with such ideals of education as will develop the most satisfactory teachers. For Curriculum of this course, see pages 24 and 25.

### **Formation of Mid-Year Classes**

Young women who find it more convenient to enter the Institute in the winter may do so upon the same basis as

those who enter in the autumn. Winter students complete the Teachers' Course in two years from entrance, unless special qualifications modify the length of time by summer school work. Special correspondence or conference invited. Send for catalog.

### **Summer School**

Summer School courses aim to meet the following needs: First, of students wishing to *shorten* the time required for a minimum two-year course which offers a diploma in Kindergarten Teaching, or for a maximum three-year course in Kindergarten-Elementary Teaching. Second, of teachers with experience wishing to keep in touch with newer lines of work in materials, methods and outlook. Third, of both teachers and students desiring to enjoy the great privilege of coming in contact with leaders and experts and to profit by a concerted effort for the Conservation of Childhood during the coming "Children's Year."

### **School of Home-Making — One Year**

The aim of the School of Home-Making is to present a practical training in household activities sufficient to enable a young woman to undertake the care and management of a home with dignity, and with such efficiency as will not only guarantee its happiness, but also the health and comfort of all its members.

By the term "home-making" is meant a working knowledge of marketing, cooking, hygiene, dietetics, cost of living, rearing of children, and home nursing. A woman who has been well trained in home activities "ought to be a far more effective teacher, a more efficient manager or worker in the great variety of civic and social enterprises." Woman's work is not only that of practical efficiency, but also "the study of right living, the study of the importance, the utility and the possible beauty of the common things of daily existence." For Curriculum, see page 50.

### **Supplementary Course — One Year**

Students who have had previous training, or partial training, and who wish to supplement such work, may enter this course at any time of the year. Particular care will be taken to place these students in such classes as seem most desirable. As many as forty different training schools have been represented in this course in the past.



## **New Courses**

### **Re-Education Aide Course or Occupational Therapy —**

#### **Three Months**

The special mission of the Re-Education Aide is to hasten the complete recovery of wounded persons by curative measures and the remedial processes of training which develops into self-helpfulness thru Occupational Therapy.

The personal qualifications are in the main the same as those of good teachers. Good health, knowledge and skill in the particular occupations to be taught, attractive and forceful personality, teaching ability, sympathy, tact, industry and good judgment. An understanding of the principles involved in education, psychology and biology are essential. Clay and leather modeling, elementary wood work and toy-making, weaving, basketry, beadwork and the use of color as applied to block printing, stenciling and art needlework are offered.

The privilege of practicing under expert supervision is given members of the class at Cook County Hospital in the curative wards.

A Certificate will be awarded to those who have satisfactorily completed the course.

## **Credits**

The following credits are required for graduation from the Institute:

Kindergarten and Elementary Course, three years.....	30 credits
Minimum Kindergarten Course, two years.....	27 credits
Home-Making Course, one year.....	Special credits
Summer Session .....	Special credits
Occupational Therapy Course.....	Special credits

A credit means seventy-two periods of recitation or prepared work. Each period equals fifty minutes.

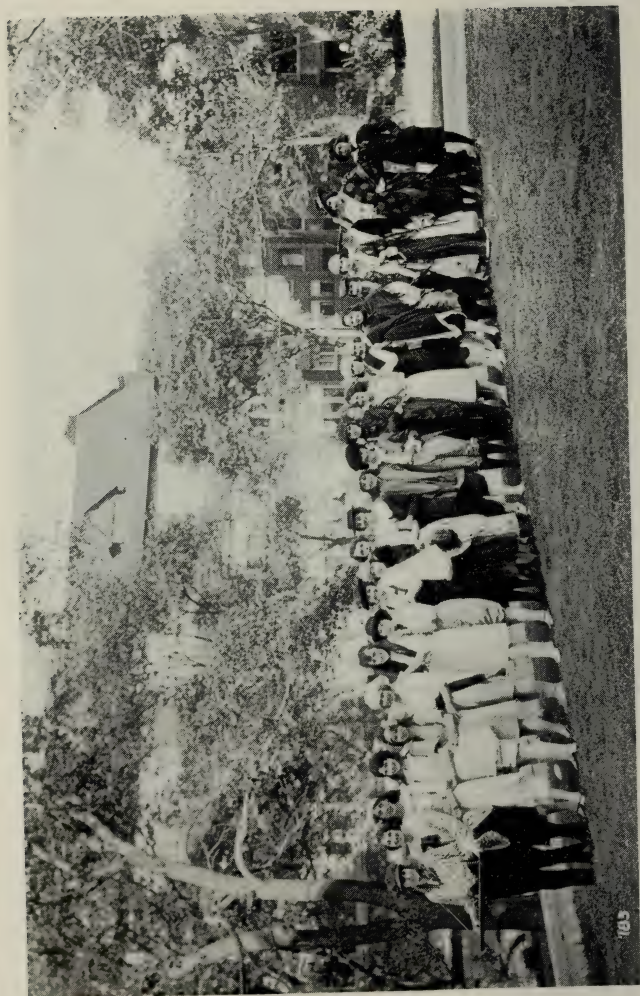
A half-credit means thirty-six periods of prepared work.

## **Kindergarten and Elementary Course**

### **Three Years (Two Terms Each), 30 Credits**

#### **First Year**

Study of Racial Development and the History of the Family; Ethics and Its Place in Education; Study of Modern Homes in Contrast to Homes of Former Periods; the



Juniors, 1920

Present-Day Adult Interests—Moral, Mental, Aesthetic and Practical; Care of and Play With Small Groups of Children, as a basis for special observation development and to establish resourcefulness; Natural Science; Elementary Economics (household and social); Physiology and Hygiene Principles Governing Life and Their Use in Education Procedure; Music; Art; Social Welfare; Home Activities; Play Interests and Material (to develop resource and to arouse spirit of inquiry); Games.

Visit and assist in Nurseries, Hospitals and Kindergartens.  
Conferences with Faculty for educational guidance.

### **Second Year**

Principles of Education; Psychology and Child Study; Froebel's Mother Play; Observation and Student Teaching; Children's Play Interests; Nature-Interests; Story-Interests; Manual Arts; Play-Materials; Music, Games, and Rhythmic Dancing (to add training and deeper insight).

History of Education; Sanitation and Hygiene; Natural Science (introductory course in the curriculum); Physical Training.

Student Teaching in Kindergartens, Elementary Grades and Hospitals. Visit Schools, Museums, etc.

Conferences with Directors and Supervisor.

Leadership in Training-School Games, Student Government, etc.

### **Third Year**

Psychology and Child-Study; Study of Mental-Measurements and Mental Endowment; Elementary Curriculum; Kindergarten Curriculum; Educational Materials; Dramatic Arts for Adult and Child; Constructive Arts for Adult and Child; Literary Arts; Fine Arts; Music; Principles and Methods of Education; Natural Science; Biology; Physical Training; Educational Sociology; Conservation of Childhood; Health; Sanitation and Hygiene; Social Welfare; Eugenics; Philosophy of Education of Froebel Compared with Modern Educators.

Kindergarten and Elementary Grade Teaching.

Laboratory Demonstration (household economics).

Class Conferences.

Faculty Conferences.

Festival (in charge of class)—to develop initiative; critical as to values and methods.

## MINIMUM TEACHER TRAINING COURSE\*

### Two Years

First Year, Two Terms, 18 Weeks Each, 13 Credits Plus

GENERAL EDUCATION	<i>Periods</i>
Principles of Education.....	36
Elementary Psychology and Child Study.....	72
Ethics .....	24
History of Education (Introductory).....	12
General Lectures .....	18
RELATED PROFESSIONAL SUBJECTS,	
Natural Science .....	36
Art .....	36
Music .....	36
Child and School Hygiene.....	24
Physical Training (Rhythm, Folk Dancing, General Games).....	48
Literature .....	24
KINDERGARTEN AND PRIMARY EDUCATION	
Play Materials .....	36
Kindergarten Curriculum.....	24
Manual Arts.....	48
Home Activities.....	24
Froebellian Literature and Reference Reading	24
Games .....	36
Supervisor's Conferences .....	18
*Observation .....	36
Student Teaching.....	204

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\*The Faculty reserve the right to readjust the Curriculum in relation to the need of each class.

## MINIMUM TEACHER TRAINING COURSE\*

(Continued)

Second Year, Two Terms, 18 Weeks Each, 14 Credits Plus

GENERAL EDUCATION	<i>Periods</i>
History of Education (Advanced Course).....	48
Educational Sociology.....	24
Psychology .....	24
General Lectures .....	18

RELATED PROFESSIONAL SUBJECTS	
Natural Science .....	36
Art .....	36
Music .....	36
Child and School Hygiene .....	24
Elementary Economics .....	36
Physical Training.....	24
Literature .....	48
Elementary Curriculum.....	36

KINDERGARTEN AND PRIMARY EDUCATION	
Play Materials.....	60
Kindergarten Curriculum.....	60
Manual Arts .....	36
Wood Work .....	18
Froebellian Literature and Reference Reading	36
Games .....	24
Supervisor's Conferences .....	18
Observation .....	36
*Student Teaching.....	204

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\*Student teaching is required according to the needs of the individual.



## **Summary of Subjects Offered in Minimum Kindergarten Course of Two Years**

### **History of Education — 48 Periods**

In this work an attempt is made to examine the great periods in human history with a view to determining their informing ideas and ideals, and the means people used, consciously or unconsciously, to perpetuate their ideals in their children. To give the feeling of the periods studied, extracts are presented from original writings. On these materials the students are required to pass individual judgments, and then, through discussion, they are led to larger comparisons and generalizations. Educational reformers and theories are studied in their relation to the life out of which they have developed.

### **Educational Sociology — 24 Periods**

In this work a study is made of education, considered as a factor in the whole group of social activities. The support, supervision and limits of school work are studied. In addition to this a study is made of the groups of activity that form opinion and determine conduct, family life, society, political activity, work and recreation. Churches and the press are examined as educational agencies.

### **Psychology — 72 Periods**

This course affords an introduction to the basic principles of modern psychology. The work will be conducted by means of lectures, textbook readings and recitations. After the more rudimentary materials have been mastered, attention will be directed to the practical bearings of Psychology upon the work of teaching. Students will be encouraged to make systematic observations upon the mental and physical characteristics of children.

### **Child Study — 24 Periods**

Observation and student-teaching will be the basis of the course in Child Study. The study of Froebel's Mother Play Book will be closely related to this course through observation and interpretation. Special lines of psychological investigation will show how principles of mental development underlie both child and adult thinking.

### **Principles of Education — 36 Periods**

A brief course centering about such educational principles as are necessary for an insight into present-day aims and



means of education. In addition the course includes a careful study of the various phases and stages of development shown through the periods of infancy and childhood. References: "The Educative Process" (Bagley), "Education" (Thorn-dike), "Principles of Education" (Bolton); "Talks to Teachers" (James), "Mental Development" (Dewey).

### **Ethics — 24 Periods**

A brief outline of some of the most important principles of ethical doctrines will be presented: Character and Conduct, Moral Judgment Institutions, Customs, Duties, Virtues and Standards will be discussed. References: "Ethics" (Dewey and Tufts, Dewitt Hyde).

### **The Psychology of the Religious Nature**

This course presents to the student three lines of departure:

1. A study of the religious nature in the light of what modern psychology has been able to discover. These discoveries have been the result of many schools of psychology and reach down with the science of paidalogy.
2. What contributions have been made to this science as a result of observation along the lines of the latest in the field of measurements and selected and tested data.
3. An acquaintance with the literature of the subject and with the devices and apparatus used in testing and measuring children and adults. Also a study of the various systems of measurements which are used in laboratories and clinics.

### **Natural Science in Relation to Education — 72 Periods**

Field study (1) to become acquainted with the plant and animal life of the region; (2) their relation to the environment; (3) the selection of the interests and experiences of childhood that may lead toward wholesome feelings and attitudes toward nature and life; (4) the selection of materials to be used, and the principles of organization.

### **Music — 72 Periods**

This course extends over a period of six months in both Junior and Senior years. The work includes the singing of simple songs in chorus and individually, the playing of simple piano numbers, the analysis of the songs and the elements of form and composition. Students will be given credit for previous work which is satisfactory. Those who have had no musical training will be expected to fulfill the requirements, making up their deficiencies when necessary by taking private lessons:

### *Requirements*

Ability to play rhythmically and with accuracy songs for the Kindergarten and music for Rhythm work corresponding in difficulty to the "Rhythm of Childhood," by Crawford and Fogg, or "Rhythm for the Kindergarten," by Herbert Hyde.

Voice of range and quality sufficient for vocal presentation of songs for children. Ability to sing short scale and interval exercises, true to pitch.

### **Art — 72 Periods**

This includes instruction in modeling, color-work, free-hand perspective, blackboard drawing, free-hand cutting, principles of design and composition with special relation to their application in Kindergarten.

### **Child and School Hygiene — 48 Periods**

The course presents the conditions which determine health, first, of the individual adult, and, second, with reference to the special needs of childhood.

The essential aspects of health and hygiene which are discussed are as follows: Hygiene an economic necessity; prevention of disease; protective measures, and the improvement of health conditions through sanitary control; the responsibility for care of children's health and how maintained; the relation of personal health to group life.

The Red Cross Courses include First Aid and Home Nursing.

These standard courses receive Government recognition.

### **Physical Training — 72 Periods**

*(A physician's certificate of health must be presented before entering this course.)*

This course embraces Games, Folk Dancing, Rhythmic Training, Hygiene, Physical and Respiratory exercises.

A study will be made of games suitable to the Kindergarten, together with practice in playing them. Folk-dancing and rhythmic exercises will receive special attention. Physical exercises are given from the standpoint of health. The care of little children and the health of the teacher will be discussed by experts.

### **Student Mobilization**

The students of the School of Elementary and Home Education are mobilized for the purpose of promoting *physical fitness and personal efficiency* in order that they may add to their regular academic program some form of civic training.

To promote *physical fitness* the plan provides for regularity in habits of eating, sleeping and bathing; for proper dress, and for one hour each week of drill in addition to the regular hours of exercise. To promote *personal efficiency* special attention is given to orderliness of rooms and personal belongings, to conscientious planning of each day's program.

The drill is planned to develop proper position and carriage of the body, endurance, self-control, and the ability to respond quickly to commands. It has no relation to tactical instruction.

### **Elementary School Curriculum — 36 Periods**

This course will deal particularly with: (a) The principles underlying a course of study in social occupations in relation to ethical development and the acquisition of knowledge; (b) Discussion of the methods of teaching History, Geography, Science, English, Mathematics, etc., in the light of a scientific theory of education. Observation and student assistance in the Francis W. Parker School is required.

### **Literature — 72 Periods**

A study of various types of literary materials from the standpoint of literary sources and literary content. In connection with the definite purpose of increasing the student's appreciation of good literature, this course aims to establish, (1) standards in selecting and grading children's rhymes, poems and stories; (2) standards of story-telling.

### **Play Materials — 96 Periods**

The study and use of Play Materials is an outgrowth of the course in Educational Principles showing its application to Play Materials, devised by Froebel.

### **Froebellian Literature and Reference Reading — 60 Periods**

A study of the principles underlying the meaning and purpose of education, based upon Froebel's Education of Man and Froebel's Mother Play, together with reference reading from Mackenzie's Manual of Ethics, Pedagogics of the Kindergarten and Froebel's Education by Development.

### **History of Education (Introductory) — 12 Periods**

This course deals with: (a) the lives, the setting and the writings of Pestalozzi and Froebel; (b) the educational principles the Elementary School owes Pestalozzi; (c) the educational principles the Kindergarten owes Froebel.

### **The Kindergarten Curriculum — 84 Periods**

The aim of the course in the first year is to enable the student-teacher to "see the developing child and the means

for his development as part one process." These two aspects form the basis for discussion. They enable the student to discern the principles and methods which guide in the selection of further educative experiences in childhood. Tentative plans are made.

The principles underlying the kindergarten curriculum are considered in relation to education in general in order that the student may discover the same fundamental factors operating. Different principles of selection and organization of materials are compared in order that the changing and advancing needs of particular groups of children may be more adequately met. The activities and interests of childhood are studied in relation to standards of growth. They form the basis of organization of subjects and materials. The Montessori Method is presented briefly, in comparison with the Kindergarten, in order that an intelligent appreciation may be gained of the work and motive of the founders of both methods.

### **Manual Arts and Home Activities — 126 Periods**

Courses will be given in basketry, weaving and woodwork, in the use of nature materials, in Kindergarten occupations and cardboard and paper construction work.

The aim is to present their educational value, and their relation to the growth of capacity in children.

In addition, a group of studies will be conducted in the industrial and household arts, with laboratory and classroom experiments relating to special problems.

### **Observation — 72 Periods**

Observation in accredited Kindergartens and Schools precedes practice teaching.

### **Student-Teaching — 408 Periods**

In the two years' course a minimum of one year of student-teaching is required. This requirement is adjusted according to individual needs.

All absences must be made up.

In the three years' course, when in the judgment of the Directors and Supervisor more teaching is desirable, suitable arrangements will be made.

Varied opportunities for observation and student teaching are required in Public, Private and Settlement Kindergartens, Primary Grades, Hospitals and Infant Welfare Stations in different parts of the city and suburbs.

Students have the special opportunity of practice teaching in the primary grades of the Frances W. Parker and the Chicago Latin Schools.

Additional teaching under the direction of the Faculty of the School of Elementary and Home Education is to be offered in September in our new Kindergarten and Primary School which will be in informal co-operation with the Frances W. Parker School.

### **Supervisor's Conferences — 36 Periods**

Frequent conferences with the Supervisor and other members of the Faculty are required for complete co-operation, mutual understanding and progress.

### **Kindergarten Directors' and Elementary Grade Teachers' Conferences — Fortnightly Sessions**

The directors of Kindergartens and teachers in elementary grades co-operating with the School of Elementary and Home Education meet for the discussion of educational problems involved in their daily work with children and assistant teachers. It is expected that promotional credit will be allowed under Chicago Board of Education for this course.

The class will study and place renewed emphasis upon developing the ideals, principles, and methods involved in Americanization in relation to the children and communities in which their respective schools are located.

In addition to the able body of lecturers and teachers of the School of Elementary and Home Education, the high standard of its scholarship, and the wide scope of its work, social and educational (including, as it does, experience in Settlements, Playgrounds, Schools, public and private), make it unique among training schools.

### **Summer Session**

The Summer Session of the School of Elementary and Home Education will be six weeks in length. Registration June 28. Students of the School will have special privileges of new course offered by experts. The lecture course attracts wide attention because of reputation of speakers.

*Send for Summer School Circular.*





Juniors



### **General Notices**

The School Office is located in Gertrude House, which is also the Student Home, at 701 Rush street, corner of Huron street.

The Classrooms are located at 350 Belden avenue, corner of Clark street and Commonwealth avenue.

The School of Elementary and Home Education will open at 1 p. m. Wednesday, September 22, 1920. All students will be expected to register at this time.

Classes will be organized at 3 P. M.

Classes meet four afternoons every week during the school year, and four mornings a week when students are not assisting in the morning Kindergartens.

Students will be required to make up all recitations or class requirements lost through absence, either by taking private lessons from tutors selected by the School, or by doing a certain amount of extra prescribed work, with written abstracts. Extra charges will be made for private tutoring. Students entering late must be responsible for making up the work they have missed.

All absences from the required practice teaching must be made up during vacations or at the close of the school year.

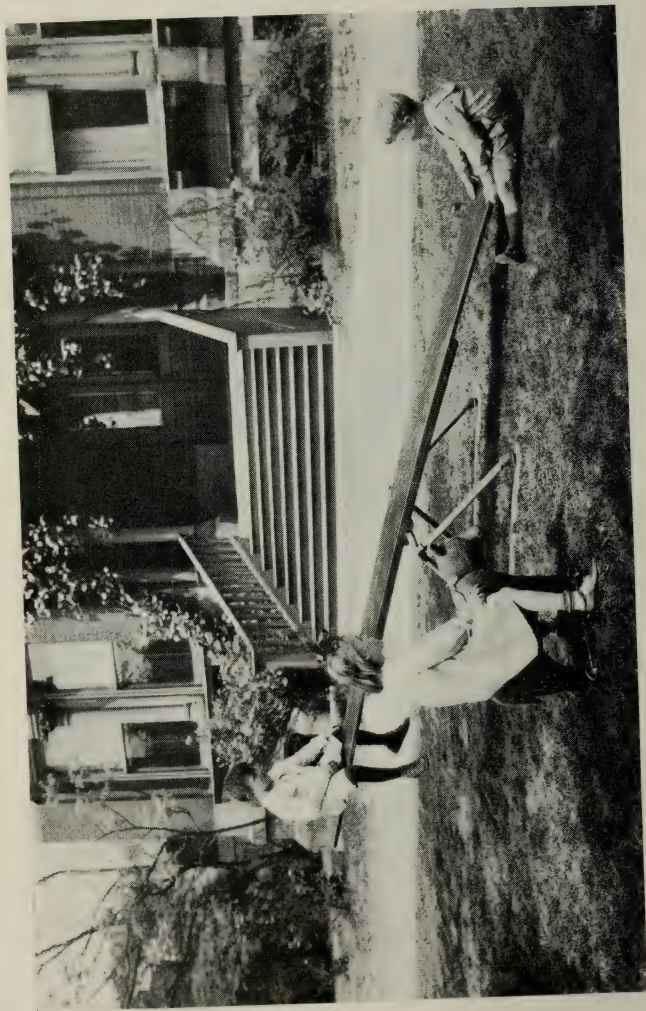
All students are required to be present at exercises on "Class Days." Absence from the same deducts seriously from class records.

Attendance is expected at all classes and at kindergartens for required teaching on closing days and opening days, before and after school vacations.

Students should plan their time so that an adequate amount shall be given to school work.

The Faculty would greatly appreciate calls from the parents of the students.

Visitors welcome at the School and Home at any time.



Children at Play

### Lectures

The students have, from time to time, the privilege of attending both single lectures and courses by well-known specialists on Art, Social, Civic and Child Welfare topics. Frequently studies will be made of the great musical masterpieces with special relation to the programs of the Chicago Symphony Orchestra (founded by Theodore Thomas).

The School of Elementary and Home Education is a member of the Association of Commerce of Chicago.

### Tuition

*Tuition Payable Semi-Annually, September 22, 1920,  
and February 1, 1921.*

Three-Year Course—Each year.....	\$150.00
Minimum Kindergarten-Primary Course (two years)—Each year .....	150.00
Supplementary Course (one year).....	150.00
Non-Professional or Home-Making Course.....	100.00
Summer Session (six weeks, three courses).....	30.00
Registration (for all courses and student privi- leges) .....	5.50

Arrangements may be made for less than six months at the rate of \$20 a month or pro rata for single studies.

Extra single courses, special rates.

Textbooks and materials required in the various courses may be obtained at the Institute office.

Use of piano for practice, 10 cents per hour.

Graduation expenses, \$5 per student.

No tuition is refunded after the opening of the term.

Send for special circular for resident expenses in Gertrude House or Annex.

Checks should be made payable to the School of Elementary and Home Education.

Registration day, September 22, 1920; hours, 1 to 3 P. M.

*Registrar and Financial Secretary —*  
MRS. ANNA P. SHUTTS.

*Auditor —*  
EDWARD B. DAVIDSON.

*Executive Secretary to the Board —*  
MRS. MARK SKINNER LANSING

## **CHILD-WELFARE DEPARTMENT**

### **THE CHILDREN'S SCHOOL**

#### **The Aim**

The success attendant upon the work has proved that the education of childhood is greatly aided by the wholesome out-of-door life because of the consequent happiness and growth in both the individual and the group.

Believing that true citizenship is one of the ultimate aims of education, the school places renewed emphasis upon the development of American ideals.

#### **Pre-Kindergarten**

The children are received between the ages of two and four for two hours each day. This gives little children the opportunity of gradually becoming acquainted with others of their own age, and it also gives to mothers some freedom in the morning either for home obligations or specialized observation of their children in group relations. The social relations in the Pre-Kindergarten are under the guidance of an experienced teacher, who is both sympathetic and highly qualified to direct their happy activities, simple play, work or rest, either in large, bright, well-equipped

playrooms or out of doors. This period of two to four years of age is most important because it is the time of habit formation, and conditions should be carefully arranged.

### **The Kindergarten**

The Kindergarten is as essential a part of education as any other school experience, because it has the largest opportunity possible next to the home and the nursery of developing and guiding the active powers of early childhood between the ages of four and six. It provides conditions which not only keep the children spontaneous and happy, but directs them through the use of educative play in the use of constructive manual arts, nature experiences in Lincoln Park, stories, music, games and the simple art material. Habits and observation are established and social relations developing courtesy, generosity and obedience are expected. The opportunities for play and work are offered both in lovely rooms within the schoolhouse and out of doors.

### **Primary**

Creates conditions for genuine social development thru absorbing interest in the worth-while affairs of community life. It involves excursions, nature study, creative work with materials in construction, modeling, reading and writing, as a desired means to the attainment of ends which have developed naturally within the life of the group.

### **Location**

The School faces south on Belden avenue, occupying the space between Clark street and Commonwealth avenue, and is one-half block west of Lincoln Park. The need of little children for quiet space, fresh air and sunshine determined the selection of this location.



## **Playground**

Nearly two acres of exceptionally beautiful and park-like grounds offer an unusual opportunity for a rich environment of play materials, such as sand piles, seesaws, climbing ropes, small footballs, etc. Such play materials satisfy the normal "muscle hunger" of little children, and build up in a natural manner, "sense habits" useful during life.

Another important activity of the playground which brings joy to babyhood and childhood, is gardening and animal nurture, and at the same time builds up observation and reactions to experience which develop attitudes of scientific thinking.

## **Health Regulations**

It is imperative that School and Home make every effort to promote the health of children, and to this end the School will have the co-operation of a physician.

Children with colds of any nature should remain at home. Those in School who evidence any form of contagion will be sent home.

## **Conferences**

Three times a year the patrons of the School are requested to assemble with the School Faculty, to discuss informally questions that concern the physical, social and moral welfare of the children.

## **Transportation**

The School may be reached by the North Clark Street and Broadway cars, and through route surface cars and motor buses. Or, by paying the extra cost of an automobile, which can call for a limited number of children. A teacher will be in charge of the children.



### **Registration**

Application for admission may be made at any time at the School of Elementary and Home Education, 701 Rush street (Superior 250), and at the School, 350 Belden avenue (phone Lincoln 2439). Pupils are registered for the entire year.

### **Tuition**

To be paid in advance for each term. First term begins September 17, 1920; the second term on February 2, 1921. No reduction will be made for withdrawals during the School year, except in case of a continuous illness extending over a long period, when the School and parents will share the loss equally.

### **Fees and Sessions**

For one year the daily sessions are:

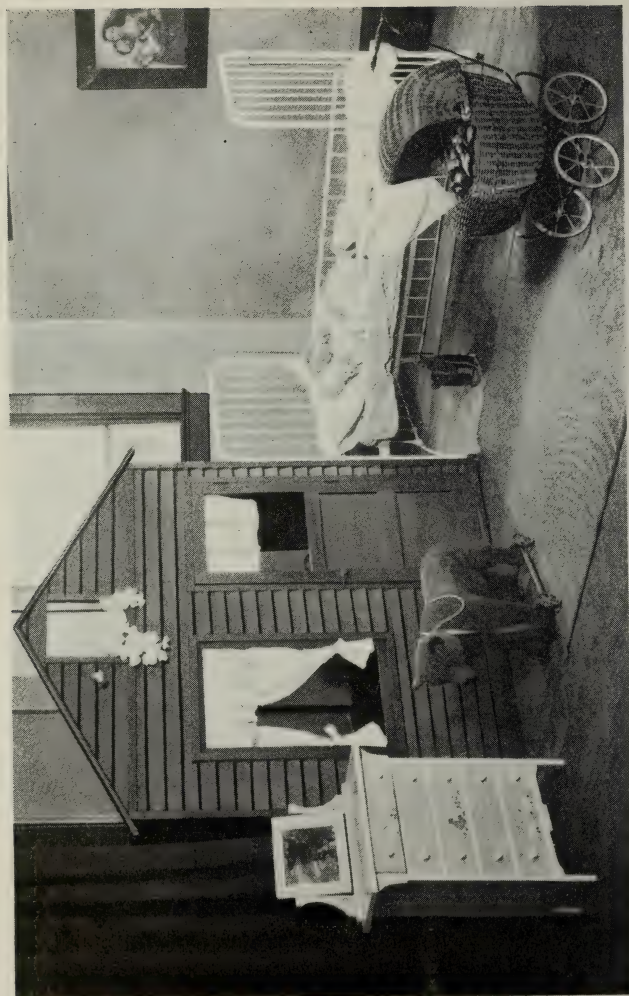
Pre-Kindergarten .....	Session from 9:30 to 11:30 A. M.	\$60.00
Kindergarten .....	Session from 9:00 to 11:00 A. M.	90.00
First Primary.....	Session from 9:00 to 12:00 A. M.	100.00
Second Primary.....	Session from 9:00 to 12:30 A. M.	110.00

### **School Supplies**

School supplies for the Primary Grades, such as books, manual training materials, etc., will be recorded by both the pupil and the teacher and bill rendered the parent for same, together with the tuition bill. This charge for school supplies will not exceed \$3.00 a term.

### **Calendar**

First School Term begins.....	September 17, 1920
Thanksgiving Holidays.....	November 24 to 29, 1920
Christmas Holidays.....	December 22, 1920, to January 4, 1921
Second Term begins.....	February 2, 1921
Lincoln's Birthday.....	February 12, 1921
Washington's Birthday.....	February 22, 1921
Easter Holidays.....	April 1, 1921
Memorial Day.....	May 30, 1921
School closes.....	June 16, 1921



Pre-Kindergarten

### **School Faculty**

Pre-Kindergarten Director.....Miss Anne E. Allen  
Director of Kindergarten.....Miss J. Janet Hoffman  
Director of Primary Grades.....Miss Helen G. Dwyer

### **Organization**

The School is fortunate because it is conducted under the auspices of the Normal Training School, the School of Elementary and Home Education (formerly the Chicago Kindergarten Institute).

*Honorary President* — MRS. ELLEN M. HENROTIN

*President* — MRS. ENOS M. BARTON

*Secretary* — DR. NATHANIEL BUTLER

*Treasurer* — PHILIP WILLIAMS

### **Child Welfare**

There is no appeal more demanding than the appeal of the immature to the mature. Such an appeal is made to every young woman who comes in contact with children. Even from the thoughtless, a child's trust, a child's faith, a child's insistent demand, bears fruit in womanly development. From the thoughtful it demands the skilled service of an all-around human being.

Today, as never before, the world needs trained service. Such service requires of a woman that her life shall have as serious a purpose as a man's, and that in carrying on her work, whether in the classroom, in the home, as a citizen in a civic community or as a patriot serving her country, "she share in the grasp of mind, the discipline of soul which comes from the scientific spirit"; it demands of her "intelligent, efficient organization of work by scientific methods." Today, as never before, we owe to all children the foundation for adequate manhood and womanhood.

To be a teacher of the race is of eternal worth; it is to participate in the making of men. To be a teacher of young children is to share in the early flowering of a human soul.

Through the demands of the war, conditions have been revealed which are a serious menace to health, intelligence and moral integrity. Not only is the per cent of illiteracy startling among adults, but equally evident is the need of care for the very young children of the community.

The School of Elementary and Home Education takes pleasure, therefore, in stating that it co-operates with well-recognized organizations for the betterment of infant welfare. The young women of the School of Elementary and Home Education receive special training for this work in courses for Pre-Kindergarten training thru attendance in Child Welfare Stations and Nurseries and in Special Class Work.

### **"We Are Laborers Together With God"**

Co-workers we are with Him! Were He to ask,  
"Come, star with Me the spaces of My night,  
Or light with Me tomorrow's sunset glow,  
Or fashion forth the crystals of My snow,  
Or teach My sweet June-roses next to blow"—  
O rare beatitude! But holier task,  
Of all His works of beauty fairest-high,  
Is that He keeps for hands like ours to ply!  
When He upgathers all His elements,  
His days, His nights, whole eons of His June,  
The Mighty Gardener of the earth and sky,  
That to achieve toward which the ages roll,  
We hear the Voice that sets the spheres a-tune—  
"Help Me, My comrades, flower this little Soul!"

—W. C. Gannett.



**A Kindergarten Teacher with Convalescent Children**

One of the most successful means of aiding children who are ill toward recovery is wise occupation that is simple, playful and suited to their condition.

The Child Welfare Department of the School of Elementary and Home Education is successful in co-operating with convalescent wards for children in several of our leading hospitals.



## **HOME-MAKING DEPARTMENT**

### **School of Home-Making**

"Woman is the mother of humanity; therefore the fitting educator of humanity; she herself has the right to claim such education as shall best fit her for the experiences of the home, humanity's most essential school." Home is the national and civic unit, the focal point of living. Into the home are poured all the products of the world—food, water and clothing, furnishing, books and friends. It is important that these should be chosen wisely, for upon the choice depends the happiness and well-being of the household.

### **Curriculum, School of Home-Making**

#### **The Family**

History, Psychology, Ethics, Eugenics, Parenthood, Problems, Relation to Civic Life, Social Development.

#### **The Child**

Physical Care, Growth, Clothing and Food, Character Development, Surroundings, Art, Music, Stories, Games, Occupations, Mental and Moral Training.

### **ART IN THE HOME AND TOWN**

#### **The Home and the House**

Location, Equipment, Organization, Decoration.

#### **Food**

Marketing, Cooking, Food Values, Cost of Food, Care of Food, Serving, Servants, Dietetics.

#### **Clothing**

Selection, Cost, Care, Suitability, Beauty.

#### **Cost of Living**

Accounts, Family Budget, Technique of Buying for the Home.

#### **Hygiene**

Hygiene of the Home, Child Hygiene, Hygiene of the Mother, Emergencies, Home Nursing.

#### **Race Welfare and Social Progress**

Civic Morality; Relation of Home to Producer, etc., to Altruism, etc.



Opportunity will be afforded for observation and care of children, together with practical experiences in Nurseries, Kindergartens, Hospitals, Playgrounds, etc.

The laboratory for this course is at Gertrude House. The House is equipped for the distinct purpose of giving young women an opportunity to study Home Making in a practical manner, and to live together under wholesome conditions.

"To be housekeeper, to be home-maker, to take from each part of life its offering of value and patiently weld them into a coherent whole"—that is the faculty of woman—"to make a city a home, to elicit from discordant elements a harmonious total of warm, charming, noble, livable life."

*Send for Special Circular.*

### **Gertrude House — The Center of the Home-Making Course**

*House Mother* — MRS. HARRIET DENISON HALL

Gertrude House, 701 Rush street, the student Home, is a unique residence for students frankly adapted from the home life established between Froebel and his students at Keilhau. Believing that all social virtues emanate from the home and family life, the house was named for Gertrude, the ideal mother and teacher in Pestalozzi's educational romance, "Leonard and Gertrude."

Being strictly an educational institution, the house is non-sectarian and democratic. Certain home duties are shared in common and house members participate in periodical house-meetings where ideals of home-making and daily living are discussed. The home life thus develops in the individual a fine and sincere regard for such ethical standards as are essential in group relationships; it also harmonizes and applies the cultural and practical ideas and standards set forth in the classroom.

In recognition of the value of this training in character building, the Faculty gives special honors to

each student according to the measure of her attainment in her home life thru co-operative work.

The regular membership of the household is limited and all members are expected to enter for the year unless special arrangements are made beforehand to the contrary.

The dates of opening and closing the House are in accordance with those of the Institute.

Gertrude House is always open to kindergartners who may wish to make it their headquarters while visiting Chicago during the school year.

It is hoped that students will be able to take advantage of the many opportunities Chicago offers in its libraries, museums, concerts, theatres, operas, etc. Students will be allowed to receive visitors and go to entertainments on Saturdays and such Friday evenings as do not conflict with the house-meetings. Parents or guardians of each member of Gertrude House are requested to send a letter to the House Mother stating their wishes in regard to the escorts whom the student may be allowed to accept. Students' parties to theatres or other evening entertainments must be under proper chaperonage. Expenses are to be met by the party.

The regular living expenses (no laundry included) are based upon the lowest actual estimates for the school year, and are payable in four installments—September 22, December 1, February 1, and April 4.

*Send for Special Circular.*

The residence for students who desire its delightful accommodations will be temporarily located at 701 Rush street, corner of Huron, and will be used until such time as the permanent home is ready for occupancy.

The building is one of the fine old houses of the North Side, formerly occupied by the family of Henry

W. King. It is spacious and hospitable in arrangement and well lighted on every side.

Built in the days of stately leisure and gentle, high-bred civility, the house preserves the spirit of its time. It is gracious, hospitable and charming; it is excellently adapted for a modern school residence because of the care and money which have been put into it to make and keep it up to date.

One enters the house to find a wide hallway, from which rises an old-fashioned broad stairway. On the left of the hall is the drawing-room, with mirrors and quaint chandeliers. On the right is the old library, with fire-place, book closets and tall book shelves that reach to the high ceiling.

The dining-room is at the end of the hall. It is large and comfortable, with high paneled ceiling and tapestried walls. The fire-place is wide and deep, built for blazing logs of the Yuletide sort.

The upper floors are given over to bedrooms, each one large, well lighted and ventilated.

On the whole, the house is a fitting residence for a school founded on the theory that home-making is a woman's fundamental business. It greets the visitor with a spirit of cordiality and gives an ample measure of its shelter and comfort.



Gertrude House, 701 Rush Street

### **Annex to the Gertrude House**

Such students as will find it more convenient to live in the Annex to Gertrude House will correspond with the House Office for more detailed information than is published in the Gertrude House Circular. Terms moderate. Accommodations most satisfactory and agreeable.



**Home Activities**

### **Home Activities Course for Children for the Kindergarten and Primary Grades**

The aim of the course is to present the educational value of Home Activities to discover the processes involved and to develop the capacity of children in relation to their interests. The students of the Training School will be given simple laboratory experiments in household arts relating to these and other problems entering upon the activities of the home.



### **Student Government Association**

*President* — MISS CLARA SCHMIDT

*Day Vice-President* — MISS ESTHER RUTLEDGE

*House Vice-President* — MISS MARIE BENNETT

The Student Government Association was organized in 1908, the Faculty and students desiring to establish individual and community responsibility in the life and conduct of Gertrude House and the Institute. The general purpose of the organization is to preserve a high standard of womanhood and to promote a spirit of co-operation with the Faculty, to give training in self-government. Authority is vested in an executive board consisting of representatives from all the classes. All non-official members of the Training School and all non-official residents of Gertrude House are members of the Student Government Association, and therefore subject to its constitution.

### **Alumnae Club of the School of Elementary and Home Education**

*Chairman* — MRS. ADELAIDE THOMPSON WINTER

*Vice-Chairman* — MRS. ARNA TRUE PERRON

*Secretary* — MRS. BLANCHE THORSEN LAWDER

This Club enables the Alumnae to keep in touch with the work of their Alma Mater and the undergraduate body. It is governed by a board of graduates representing different classes, with one member from the Faculty. Its purpose is both social as well as educational. These purposes are furthered by a school paper which is issued twice a year and also by membership in the International Kindergarten Union.

### **Student Women's Christian Fellowship of Chicago**

Investigation shows that the City of Chicago has nearly one hundred special and professional schools, which admit women, with an attendance of over fifty thousand women students. Before the fall of 1915 there was little intermingling, but there was a growing desire on the part of some to come into touch with others. Being restricted to their own profession seemed "narrow." The only worth-while union was that along lines calculated to develop true womanhood, through Christian fellowship. The future no one dare prophesy. The Fellowship now embraces schools from the professions of Art, Church Work, Commerce, Dentistry, Domestic Science, Expression, Kindergarten, Law, Medicine, Music, Normal Training, Nursing, Physical Training and Social Service.



# CALENDAR-1920

## JANUARY.

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# 1921

## JANUARY.

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## FEBRUARY

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## FORM OF BEQUEST

I give and bequeath to the Elementary and Home Education Association, a corporation organized under the laws of the State of Illinois, the sum of .....

..... Dollars,

to be appropriated by the Board of Directors for the benefit of the Institution in such manner as they may deem most useful.

GEO. F. M'KIERNAN & Co.

DIRECT ADVERTISING  
PRINTING-BINDING  
430 SOUTH GREEN STREET  
CHICAGO







C43H  
1921/22

*Bulletin*  
*of*  
The School of Elementary  
and Home Education

FORMERLY  
Chicago Kindergarten Institute  
ACCREDITED

1921  
1922



*Established 1894*

*Incorporated 1913*

BULLETIN  
*of*  
The School *of* Elementary *and*  
Home Education

Formerly Chicago Kindergarten Institute  
Accredited

School Office - - - - - 701 Rush Street  
Telephone: Superior 250

Class Rooms - - - - - 666 Rush Street

School Residence—Gertrude House—701 Rush Street  
Telephone for Residents: Superior 277

The Children's School - - - 524 Barry Avenue  
Telephone: Buckingham 3040

1921 — 1922

Chicago, Illinois

June, 1921

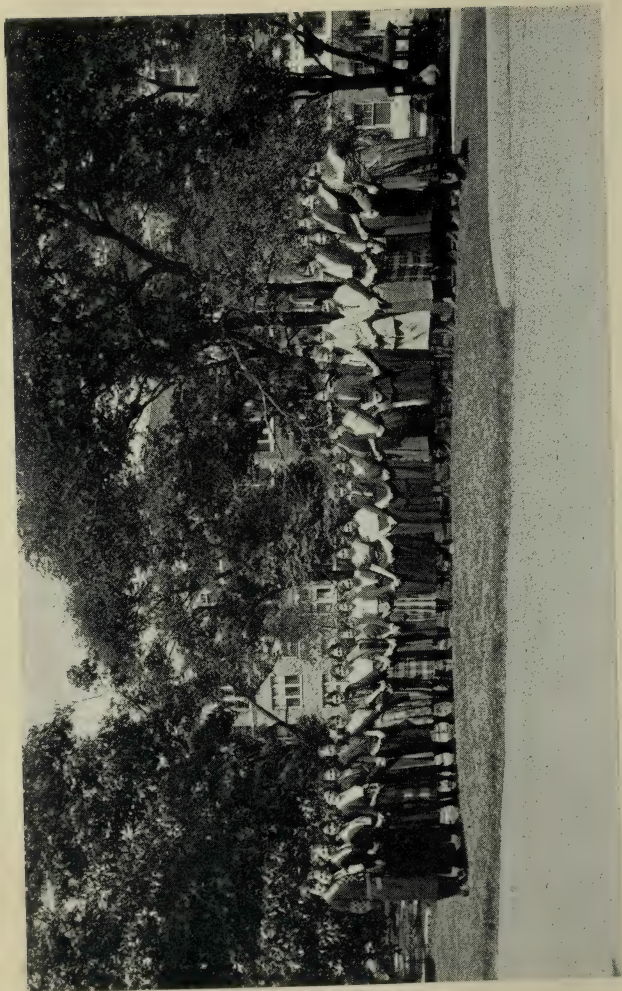
The Bulletins of the School of Elementary and Home Education are issued in April, May, June and December of each year. Entry as second-class matter applied for at the Post Office in Chicago, Illinois, under the Act of August 24, 1912.

*Published at 701 Rush Street, Chicago, Illinois*  
*by*

THE ELEMENTARY AND HOME EDUCATION ASSOCIATION

BULLETIN — Vol. 1, No. 1.

Seniors

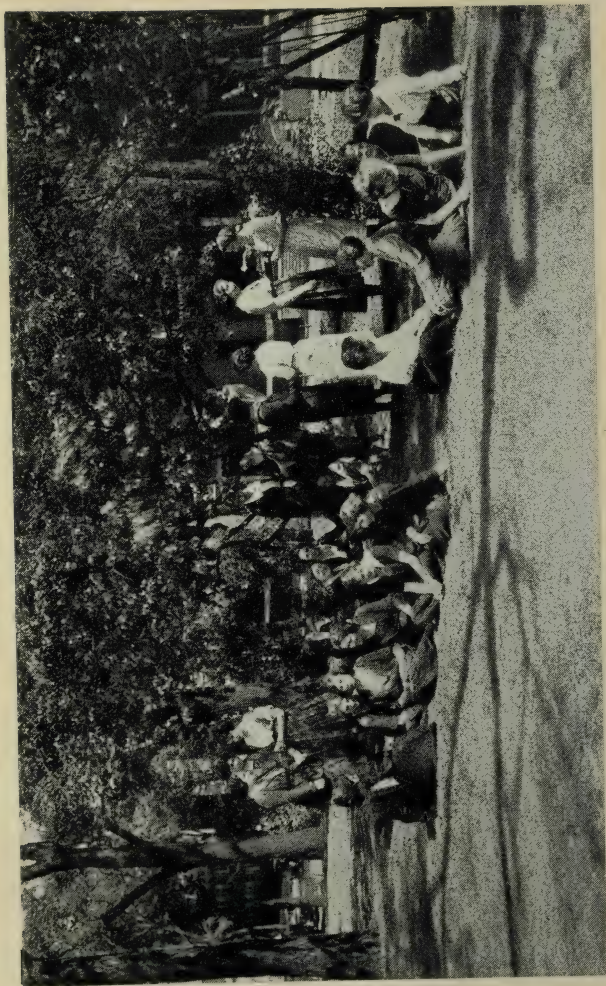


## The American's Creed

I believe in the United States of America as a government of the people, by the people, for the people, whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign Nation of many sovereign States; a perfect Union, one and inseparable; established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes.

I therefore believe it is my duty to my country to love it; to support its Constitution; to obey its laws; to respect its flag, and to defend it against all enemies.





A Junior Group



# THE SCHOOL OF ELEMENTARY AND HOME EDUCATION

Accredited

## THREE DEPARTMENTS:

1. Teacher Training    2. Child Welfare    3. Home Making

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# THE SCHOOL OF ELEMENTARY AND HOME EDUCATION

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Garland School	of Home-Making, Boston, Mass.
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MISS LUCY WHELOCK	- - Wheelock School, Boston, Mass.

## Director of the Schools

MRS. MARY BOOMER PAGE

## Business Managers

SWANSON OGILVIE COMPANY

# CALENDAR OF THE SCHOOL OF ELEMENTARY AND HOME EDUCATION

## Teacher-Training Department

1921 - 1922

### REGISTRATION OF STUDENTS

Wednesday, September 21, 1921.

### ORGANIZATION OF CLASSES

2:00 P. M., Thursday, September 22, 1921.

### THANKSGIVING HOLIDAYS

4:30 P. M., Wednesday, November 23, 1921.

8:30 A. M., Monday, November 28, 1921.

### CHRISTMAS HOLIDAYS

4:30 P. M., Wednesday, December 21, 1921.

8:30 P. M., Tuesday, January 3, 1922.

### MID-YEAR REGISTRATION

1:00 to 3:00 P. M., Tuesday, January 31, 1922.

### EASTER HOLIDAYS AND SPRING VACATION

To be announced.

SCHOOL CLOSES — 4:30 P. M., Thursday, June 15, 1922.

### REGISTRATION OF STUDENTS FOR SUMMER SCHOOL

9:00 A. M., Monday, June 26, 1922.

## Class Days

### REGISTRATION DAY

Wednesday, September 21, 1921.

### OPENING DAY

2:00 P. M., Thursday, September 22, 1921.

### THANKSGIVING EXERCISES

2:30 P. M., Wednesday, November 23, 1921.

### CHRISTMAS EXERCISES

2:30 P. M., Wednesday, December 21, 1921.

### NEW YEAR EXERCISES

2:00 P. M., Tuesday, January 3, 1922.

### OPENING MID-YEAR TERM

2:00 P. M., Tuesday, January 31, 1922.

EASTER EXERCISES — To be announced.

ANNUAL EXERCISES — To be announced.

### "CANDLE NIGHT" HOUSE HONORS

7:00 P. M., Wednesday, June 14, 1922.

CLASS DAY — Saturday, June 10, 1922.

VESPER SUNDAY — 5:00 P. M., Sunday, June 11, 1922.

### RECOGNITION DAY

2:30 P. M., Thursday, June 15, 1922.

### OPENING SUMMER SCHOOL SESSION

Monday, June 26, 1922.

## Faculty of 1921 - 1922

### MRS MARY BOOMER PAGE

Graduate Chicago Kindergarten Collegiate Institute; Matriculated University of Chicago; President, 1914-1916, International Kindergarten Union; President, Kindergarten Section, N. E. A., 1913, Salt Lake City; President, Chicago Council Administrative Women, 1920; President, Illinois State Kindergarten Primary Association, 1921; Formerly Chairman Education Department, Chicago Woman's Club; Director, School of Elementary Education.

### MISS MARY LINCOLN MORSE

Graduate Bradford Academy; Graduate Chicago Kindergarten Institute; Graduate Post-Graduate Course, C. K. I.; Graduate Teacher-Training Course, Teachers' College, Columbia University; Head, Children's Department, Northwestern Settlement; President, Chicago Kindergarten Club.

### MISS J. JANET HOFFMAN

Graduate Merington School for Girls, New York; Graduate Chicago Kindergarten Institute; Matriculated University of New York; Matriculated University of Chicago; Faculty of Chicago Kindergarten Institute and School of Elementary and Home Education.

### MISS ANNE ELIZABETH ALLEN

Graduate Louisville Kindergarten Association; Head, Kindergarten Department, Cook County Normal School under Frances W. Parker; Formerly, Head of Kindergarten School of Education, University of Chicago; Director, Pre-Kindergarten, School of Elementary and Home Education.

### MISS HELEN G. DWYER

Oberlin College, Ohio; Graduate Chicago Froebel Association; Matriculated University of Chicago; Supervisor, Kindergarten Department, Evanston, Ill.; Principal, Community School, St. Louis, Mo.; Faculty, School of Elementary and Home Education.

### MISS CAROLEEN ROBINSON

Graduate Chicago Kindergarten Institute; Head of Kindergarten Department, Illinois Normal University; Head of Kindergarten Training Department, Alma College, Michigan; Matriculated Teachers' College, Columbia Uni-

SCHOOL OF ELEMENTARY AND HOME EDUCATION

versity, New York; Matriculated University of Chicago, 1919.

MISS ANN TRIMINGHAM

Graduate of Public School, Music Department, Columbia School of Music, Chicago; Student of William Shakespeare.

MISS MARIE CLAUSSENIUS

Graduate of Church School of Applied Art; Graduate of Chicago Art Institute; Student of Walter Sargent of the University of Chicago.

MISS RUTH HARDY

Graduate Mary Wood Hinman School; Teacher in Chicago Public Schools.

MISS LOUISE T. HYDE

Director Chicago Latin School Kindergarten; Director of Rhythm Department, Northwestern Music School.

MRS. HARRIET DENNISON HALL

Dean of Students; Head of Gertrude House, the School Residence.

PROFESSOR EARL BARNES, B. S., M. A., Philadelphia, Pa.

One-time head of Department of Education, Leland Stanford University; Department of Education, Indiana State University; Graduate Cornell University, Ithaca, N. Y.; Lecturer.

PROFESSOR L. W. WEBB, PH. D.

Fellow, University of Chicago; Professor of Education, Northwestern University, Evanston, Ill.

PROFESSOR FRANK N. FREEMAN, PH. D.

University of Chicago.

DR. ARTHUR ATWELL SMALL

Graduate University of Toronto; Member of Royal College of Surgeons, England; Licentiate of Royal College of Physicians, London.



**Lecturers**

MR. HORACE J. BRIDGES  
*Leader Chicago Society of Ethical Culture*

PROF. EARL BARNES  
Philadelphia, Pa.

PROF. ALMA BINZEL  
Cornell University, Ithaca, N. Y.

DR. NATHANIEL BUTLER  
University of Chicago

MISS FLORA J. COOKE  
*Principal Frances W. Parker School*  
Chicago, Ill.

DR. WILLIAM C. COVERT  
First Presbyterian Church, Chicago

CANON C. W. DOUGLAS  
New York City

DR. CHARLES W. GILKEY  
Hyde Park Baptist Church, Chicago

MISS MARY McDOWELL  
University of Chicago Settlement

MRS. PORTER LANDER MCCLINTOCH  
University of Chicago

MISS LUCY H. PEARSON  
*Director Student Women's Fellowship*

DR. VANCE RAWSON  
*Executive Head Department of Internal Medicine*  
*and Vice-Chief of Staff, Hahnemann Hospital*

DR. ARTHUR ATWELL SMALL, M. D.  
St. Joseph's Hospital

REV. JOSEPH SIBLEY  
*Pastor Second Presbyterian Church* Chicago, Ill.

MRS. MARGARET J. STANNARD  
*Head Garland School of Home-Making* Boston, Mass.

REV. GEORGE CRAIG STEWART  
*Rector St. Luke's Church* Evanston, Ill.

DR. CHARLES F. WISHART  
*President Wooster College* Wooster, Ohio

MISS HARRIET VITTM  
*Head Resident Northwestern Settlement* Chicago, Ill.

DR. LINDSAY WYNEKOOP  
*Staff of Physicians, Mary Thompson Hospital* Chicago, Ill.



**Faculty of the Summer School, 1921**

MRS. MARY BOOMER PAGE

*Director of the School of Elementary and Home Education.*

MISS ELSIE A. WYGANT

*Formerly University of Chicago and Frances W. Parker School.*

MRS. ALICE O'GRADY MOULTON

*Formerly Head Kindergarten Department, Chicago Normal College.*

MISS ANN TRIMINGHAM

*Columbia School of Music.*

MISS MARIE CLAUSSENIUS

*Frances W. Parker School.*

MISS RUTH HARDY

*Chicago Public Schools.*

PROF. FRANK N. FREEMAN

*University of Chicago.*

MR. EDWARD S. WORST

*Director Manual Arts, Public Schools, Chicago.*

## HISTORY

**1894 — Twenty-Seventh Anniversary — 1921**

### Early Years

The plans of the School of Elementary and Home Education (formerly the Chicago Kindergarten Institute) originated during the Summer of the Chicago Columbian Exposition as a result of the inspiration given to a group of friends by Miss Annetta Schaepele, in charge of a notable educational exhibit from Europe. Women of different talents and ability constituted the directorship of the Institute. They were asked by representatives of the Christian Social Union of the University of Chicago to assist in establishing new lines of social and educational work in the Stock Yards, January, 1894.

In order that a Social Settlement could later be conducted under its auspices, the University of Chicago Christian Union started the work with a Kindergarten and neighborhood visiting, and in October, 1894, the Social Settlement was organized with the Chicago Kindergarten Institute as an integral part of its educational and social work. The Institute began its school life with a training school for teachers of both Kindergarten and Elementary grades and a home for students, called Gertrude House. From the beginning (twenty-seven years ago) the aim of the Chicago Kindergarten Institute was the development of young women for participation in socialized educational experience. That it might establish the scientific attitude of mind and heart with varied lines of practical application of the classroom work, it maintained a Normal School during this quarter of a century, which has adapted itself from year to year to the best ideals which educational development has produced.

### **The School**

The "Institute" was first located on the South Side, midway between the University of Chicago on the southeast and its Social Settlement in the Stock Yards near Ashland Avenue on the west. Lecturers from the two great Universities in the neighborhood of the city have been identified with the training school since its organization, and prominent specialists have always been on its teaching staff. It has given rich, wide and varied opportunities for practice teaching, social work and demonstration of personal ability in co-operation with the leading Social Settlements of the city, Playgrounds, Schools, Hospitals, Libraries, Kindergartens and Primary Grades. The Kindergartens co-operating with the Institute have been located near the University of Chicago, the Stock Yards, the residential districts of the city and suburbs, as well as in the private and public schools and missions.

### **Gertrude House, the Student Home**

Gertrude House, the residence for the students of the Normal School, was originally located on the South Side, on East Forty-seventh Street, and the major portion of the training school work was conducted in the Settlement of the University, where Miss Mary McDowell has been its head resident since 1894. Gertrude House was established as a great experiment in co-operative and social living. It originated as an answer to a crying need for home life for women students in a large city. Its aim has always been to foster and to develop a mutually helpful spirit needed by students outside of school experience. The house life, therefore, recognized many lines of co-operative activity which functioned practically and spiritually in the life of the groups composing the home. It proved in a remarkable way that many young people could practically demonstrate the principles of democracy as the standard of fine community life.

## **Cultural Character of Gertrude House**

Gertrude House was the first residence of its kind in the country. The first decade of its history aroused so much discussion among educators and social workers everywhere that since then one of its original causes of existence has the hearty approval and support of all — namely, some sort of suitable residential life for out-of-town students.

Gertrude House is still, however, unique and the leader thruout the country in maintaining social principles and methods in the home life on a co-operative basis. It conducts special methods for recognizing such home life with House Honors for its home-making experiences, for each resident according to the measure of her growth. The Chicago Kindergarten Institute was transferred in 1902 to the North Side, where it occupied a commodious building at 54 Scott street until the Summer of 1917.

## **New Departments**

The Training School has added many new departments and courses to its original work, and is justly proud of its development. The relation of the Kindergarten and Primary Grades is greatly strengthened, and the Primary Practice Centers, the Summer School, Home-Making and Child Welfare lines have been undertaken at different periods as essential in educational experience. Work in convalescent wards in hospitals has proved of especial value.

## **Our Alumnae**

Over 1,400 young women, representing every class of society, have been members of the Institute during its history. The activities represented by this body are most significant. Many occupy fine positions of leadership; many others are in homes of influence. Their co-operation with their school has been most loyal, generous and fine, and their activities through the Alumnae Club are of exceptionally high standard.



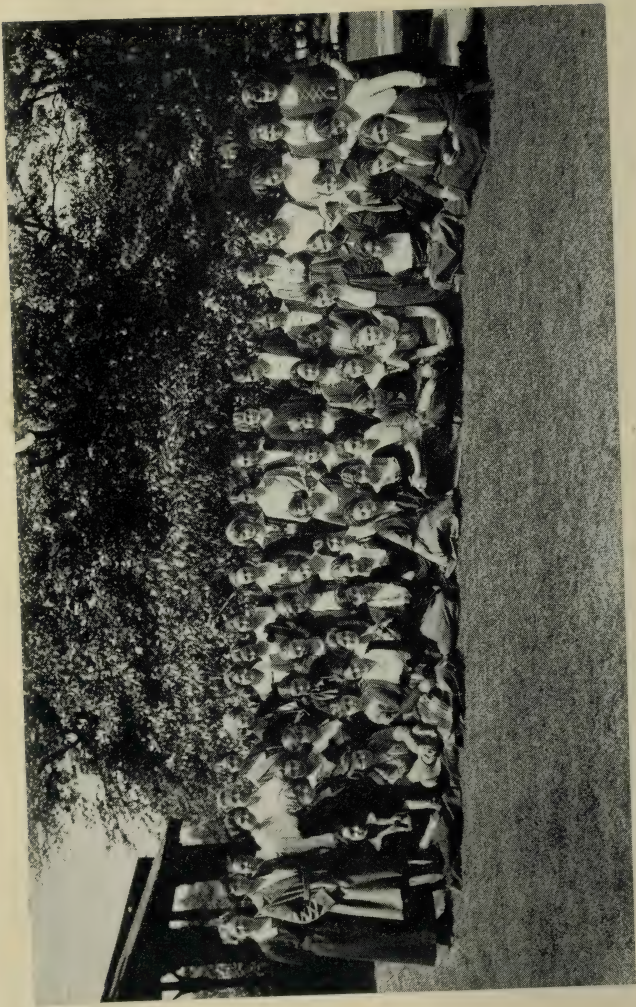
Students have come from England, Canada, Australia, France, Japan, India, China, Switzerland and South America, as well as from practically every state of the Union.

### The Future

The demands of the future are far greater than any one educational institution can meet. The girl of today must be trained more carefully than ever before in the world's history. No one can foretell all that she will be required to do. But we know, at least, that moral character, a sympathetic personality, the quality of initiative with the desire to serve, are imperative if woman is to live even reasonably according to her nature and take her place intelligently in a democratic community.



At the Dunes



A Class Day



## TEACHER-TRAINING DEPARTMENT

### Kindergarten, Pre-Kindergarten and Primary Grade Teaching as a Career for Women

Every young woman, whatever her position in life, should be fitted to earn her own living. Only when she is prepared to offer society a fair equivalent in skilled service for her support and opportunity can she begin to think and act as an independent human being. Even if she is never obliged to earn her own living in the world's markets, she will still find the ability to do so a source of constant strength and power through her life. She will be a better mother and a better citizen because she knows practically how men and women are shaping the social and material world and their own lives through mutually helpful work. But if, through lack of means or through those financial disasters which are liable to overtake anyone, she is thrown upon her own resources, having had simply a good education in a high school or college, she must face the problem of self-support professionally unprepared. She is like a hunter facing the forest with bare hands.

In selecting her vocation a young woman must consider, as her brothers must do, the probable demand for the work she fancies, its remuneration, its healthfulness, its effect on the character, the social opportunities it offers, and the chance it will give her to work out her ideals and serve her generation worthily. But she has another consideration which her brother does not have to meet. If she marries, her work is very likely to be interrupted and she must take up the activities that gather around a home. She must then, in selecting a career, give the preference to such work as will meet the first conditions and not unfit her for the career of wife and mother.

In the whole range of occupations open to women, that of the kindergartner probably meets these requirements more fully than any other.

First, as to demand: In all the States of the Union the kindergarten is being steadily developed as an integral part of the school system. Thousands of teachers must be provided, and, as a large majority of kindergarten teachers marry, their numbers must be constantly recruited from new candidates. No able kindergartner need want for employment today, and her future work is as assured as any occupation can be. Second, remuneration: The remuneration is good. From the first, the well-prepared kindergartner can command from \$90 to \$125 a month, and as supervisor or trainer she may more than double this salary. Third, healthfulness: While exacting, the work is healthful and the hours are short compared with those of clerical work. There are two free days in each week besides the long Summer vacation. Fourth, effect on character and social opportunities offered: The work is steadily and deeply educative; the little children appeal to all that is womanly in the teacher, and such is the emphasis laid on social development in the kindergarten, that women who have had kindergarten experience almost always become social leaders in the community.

But beyond all this, the kindergarten and primary teaching, unlike other forms of commercial and professional work which are open to women, fosters and develops all the tastes and interests that go to the making of an effective and happy home. There are no finer homes in America than those presided over by women who have taught for a time in kindergartens.

For success in teaching, the candidate should have excellent health, an open and generous nature, good spirits, and a genial interest in life. She should love

little children and have a natural aptitude for winning their trust and a keen desire to understand their point of view. To these natural qualities she should have added a good preliminary education equal to the ordinary high school course. Unless she can pass the examination for an ordinary teacher's certificate, she will always be handicapped in her professional career.

Intellectually she should be well grounded in the history of education, psychology, and elementary sociology, and she should have an intimate and practical acquaintance with the principles and methods of the kindergarten. For highest success there must be added to this purely intellectual education the training of the feelings and emotions in the direction of loving service to humanity through its children. Much of the training is given in connection with the children in actual kindergartens and primary grades.

### **Educational Basis of the Teacher-Training School**

Education is interpreted on the basis of growth in social living. It has its historic and philosophical values, but they are significant in so far as they reinterpret the life of today. Education is primarily psychological and sociological. "Progress is not a succession of studies, but in the development of new attitudes toward and new interests in the reconstruction of experience." Education is life. It is therefore artistic, scientific, religious, social and cultural. The education of each individual is considered in relation to the needs of group development.

The School of Elementary and Home Education seeks to realize these ideals, through its fine curriculum, its strong faculty, and through its residence for students, in which is created an atmosphere of refined living, kindly helpfulness, and professional aspiration.

### Location — Class Rooms

The Teacher-Training School occupies commodious and quiet classrooms at 666 Huron street. The great advantage of this location is that it centralizes the work of the classes and resident life. It is diagonally opposite the Gertrude House, the home of out-of-town students. It is within ten minutes' walk of the center of the city, and therefore most convenient for all transportation facilities. The classrooms are most easily reached by the Michigan avenue motor buses and the State street or No. 1 surface cars.



A Christmas Celebration



## **TEACHER-TRAINING DEPARTMENT**

### **FOR TEACHERS OF KINDERGARTEN, PRE-KINDERGARTEN AND PRIMARY GRADES**

#### **Courses of Study**

The aim of the School of Elementary and Home Education is to present to students its training and ideals of life in such a manner as will develop the qualities of character essential to the successful teacher, so that in class-work, teaching of children and daily living, their lives shall be the sincere expression of an effort to attain these ideals.

#### **Advanced Kindergarten and Elementary Course (Three Years)**

Educators now recognize the need for better preparation of teachers for Kindergarten and Elementary Grades. This demand can be met only by educating women to a higher and better type of womanhood.

A broad education must therefore be presented which will, first, be cultural in value, humanizing and developing in appreciation of the best standards of life; and, second, the plan offered for this course must provide opportunities for larger professional study and experience in teaching, which will deepen and enrich the lives of the students and greatly increase their efficiency. For Curriculum, see pages 27 and 28.

#### **Regular Kindergarten-Primary Course (Two Years)**

The plan offered requires two years of thirty-six weeks each. This course meets the minimum qualifications of the present standard of professional training. The aim is to maintain the quality of work in accord with such ideals of education as will develop the most satisfactory teachers. For Curriculum of this course, see pages 29 and 30.

#### **Formation of Mid-Year Classes**

Young women who find it more convenient to enter the School in the winter may do so upon the same basis as those who enter in the autumn. Winter students complete the Teachers' Course in two years from entrance, unless special qualifications modify the length of time by summer school work. Special correspondence or conference invited. Send for catalog.

### **Supplementary Course (One Year)**

Students who have had previous training, or partial training, and who wish to supplement such work, may enter this course at any time of the year. Particular care will be taken to place these students in such classes as seem most desirable. As many as forty different training schools have been represented in this course in the past.

### **Summer School**

The Summer Session of the School of Elementary and Home Education appeals to graduates, experienced teachers, and also to those who wish to begin their normal courses. Social workers and mothers of families will find these courses a source of inspiration and education.

The Summer Session is of particular value to those who wish to economize time in their training and to those working in isolated communities who feel the need of social intercourse and new life in their work.

### **Entrance Requirements**

Candidates for entrance should be eighteen years of age and possess sufficient maturity to undertake the training. They should also possess general culture, fine character, and a sympathetic interest in children.

An accredited High School course (equal to the standard of the Chicago High Schools), or its equivalent, is essential.

At the beginning of the school year a careful examination is required as to the health and fitness of all students. This examination is provided by the School. Standards of efficiency along all lines must be maintained throughout the school year.

Students wishing to enter the School are requested to send for application blanks, which must be filled out carefully and returned with a credential letter. When possible, a personal interview is requested. It is hoped that parents and guardians will co-operate with the plans of the School.

College education, travel, musical or artistic training are valuable assets to the kindergartner.



### **Probation**

All students are accepted with the understanding that the first two months constitute a period of probation, and that only such students will be retained as candidates for the Diploma of the School as give evidence of ability to appreciate and fulfill their responsibilities.

### **Scholarships**

The School of Elementary and Home Education has at its disposal several scholarships which are awarded to those whose standing and character are considered worthy in the judgment of the Directors of the School. There are also resident scholarships for specially classified students. It is considered an honor in the School to receive a scholarship.

### **State Accreditation**

The School of Elementary and Home Education is accredited by the Examining Board of the State of Illinois. All graduates holding the Diploma for Kindergarten and Elementary teaching are thereby eligible without further examination for all Public School positions in Kindergarten and First and Second Grades throughout the State.

Institute Diplomas are honored by Boards of Education in Illinois, New York, California, Michigan, Indiana, Kansas, Louisiana, Texas, South Dakota, Minnesota and Wisconsin. Accreditation is also available in many other states.

### **University and College Credits**

An exchange of credits has also been arranged between the Northwestern University and the School of Elementary and Home Education.

Students who complete their courses satisfactorily and who desire to receive credits with a view to University work at the University of Chicago, may do so by conforming to the rules which govern unclassified students, viz., by obtaining the endorsement of a spe-

cial examiner at the University and by the payment of the matriculation fee of \$5.00. (This is paid but once and entitles the student to continue work at the University at any time. It also gives the general advantages of University membership, the use of libraries, certain lecture courses, public exercises, etc. Students should matriculate during the first term.)

### **Certificates — Entrance Credits**

Upon satisfactory completion of the two years' course a Diploma will be given to such students as have graduated from a four-year High School course.

To students who are admitted without having graduated from a four-year High School course a certificate will be given upon the satisfactory completion of the two years' course in the School.

Applicants who have studied with our graduates may enter to complete their training.

*Credit will be given for all work satisfactorily completed.*

### **Credits for Diplomas**

The following credits are required for graduation from the School:

Kindergarten and Elementary Course, three years.....	30 credits each year required
Minimum Kindergarten Course, two years.....	30 credits each year required
Home-Making Course, one year.....	Special credits
Summer Session.....	Special credits
Child Welfare Course.....	Special credits

The number of semester-hours of credit which a course bears toward meeting the requirement for graduation is indicated in general by the number of class exercises a week for each semester.

### **Bureau of Appointments**

The School, because of its high grade of training, has always been successful in assisting its graduates to desirable positions. In fact, the demand has exceeded

the supply. It is to be understood, however, that positions are not guaranteed.

The demand for teachers all over the country has made choice of positions unusually satisfactory. As many as forty appointments were made in the autumn season last year; frequent appointments were made in the winter, and unusually fine opportunities offered in the spring season, covering territory ranging from California to Alabama and New York State. There is a marked increase in the appointments being made in the middle west and the immediate vicinity of Chicago.

Members of the School desiring appointments will please register promptly in the office. Address 701 Rush Street.

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## ADVANCED KINDERGARTEN AND ELEMENTARY COURSE

Three Years (Two Semesters Each Year)

Thirty Credits Each Year

First Year

Race Development and History and Family

Inheritance, Environment.

Study of Home, Ancient and Modern.

History.

English.

Ethics.

Individual Adult Interests, versus Group Interests.

Individual Child Interests, versus Group Interests.

Study of Play.

Child and Social Hygiene.

Natural Science.

Elementary Economics.

Music.

Art.

Social Welfare.

Play Materials of Froebel.

Modern Materials.

Games.

Observation.

Practice Teaching —

Nurseries, Hospitals and Kindergartens.

**Second Year**

Psychology of Child Study.  
Principles of Education.  
History of Education.  
Froebellian Literature.  
Science —  
    Sanitation and Hygiene.  
    Natural Science.  
Physical Training —  
    Games, Rhythmic Dancing.  
    Music.  
    Industrial Art.  
    Graphic Art.  
    Play Materials.  
Literature.  
Observation.  
Student Teaching in Kindergarten and Primary  
    Grades.

**Third Year**

Advanced Psychology and Child Study.  
Mental Measurements.  
Advanced Principles and Methods of Education.  
Philosophy.  
Kindergarten Curriculum.  
Elementary.  
Educational Administration.  
Educational Materials.  
Dramatic Arts for the Child.  
Dramatic Arts for the Adult.  
Household Arts for the Child.  
Household Arts for the Adult.  
Constructive Arts for the Child.  
Constructive Arts for the Adult.  
Literary Arts for the Child.  
Literary Arts for the Adult.  
Fine Arts for the Child.  
Fine Arts for the Adult.  
Biology.  
Education.  
Sociology.  
Eugenics.  
Social Welfare.  
Conservation of Childhood.  
Special Student Teaching.  
Assist in Training Class Direction.

# SCHOOL OF ELEMENTARY AND HOME EDUCATION

## Regular Kindergarten — Primary Course

Two Years (Two Semesters Each Year)

Sixty Semester Hours — Thirty Each Year Required

	<i>First Year Periods</i>	<i>Second Year Periods</i>	<i>Total Periods</i>
General Education Courses —			
Psychology and Child Study.....	108	.....	108
Principles of Education.....	72	36	108
Philosophy and History of Education	18	54	72
Technical or Professional Courses —			
Arts of Kindergarten and Primary			
Fine Arts.....	36	36	72
Industrial Art.....	36	36	72
Music .....	36	36	72
Literature .....	36	36	72
Science for Kindergarten and Primary			
Child Hygiene.....	36	.....	36
Nature Study.....	.....	36	36
Home Economics.....	36	36	72
Play Materials for Kindergarten and Primary .....	36	36	72
Physical Education			
Plays, Games and Dances of Childhood .....	36	36	72
Physical Training .....	.....	.....	.....
Organization of Arts, Science, Home Economics, Play Materials, Phys- ical Education and Child's inter- est in Kindergarten Curriculum.....	.....	72	72
Primary Curriculum.....	.....	36	36
Practicum of Teaching, Conferences, Critic Work of Student Life, Ethics and Social Problems.....	54	54	108
Observation and Student Teaching			
Observation .....	36	36	72
Student Teaching .....	270	270	540
Electives .....	54	54	108

### English

An additional course in English will be required as an extra wherever it is deemed necessary



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SCHOOL OF ELEMENTARY AND HOME EDUCATION

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Electives —		
Nature Study Field Trips.....	.....	54
(Open to all students)		
Child Clinics.....	.....	54
(Open to all students)		
Weighing and Measuring		
Chart Making		
Visits to Dispensaries		
Health Visiting		
Rhythmic Expression.....	36	36
(Open to Senior students)		
Class Work .....	.....	.....
Child Observation.....	.....	.....
Advanced Project Building.....	36	36
(Seniors only who are adjudged particularly capable of such a course.)		
Advanced Child Study.....	36	36
(Intensive study of some form of child expression.)		
Advanced Industrial Art or Home Economics .....	36	36
(Seniors only)		

The Faculty reserve the right to readjust the Curriculum in relation to the need of each class.



## **Summary of Subjects Offered in Regular Kindergarten-Primary Course of Two Years**

### **Philosophy and History of Education — 72 Periods**

PROFESSOR EARL BARNES

MISS MARY L. MORSE

In this work an attempt is made to examine the great periods in human history with a view to determining their informing ideas and ideals, and the means people used, consciously or unconsciously, to perpetuate their ideals in their children. To give the feeling of the periods studied, extracts are presented from original writings. On these materials the students are required to pass individual judgments, and then, through discussion, they are led to larger comparisons and generalizations. Educational reformers and theories are studied in their relation to the life out of which they have developed—the educational principles the Elementary School owes Pestalozzi; the educational principles the Kindergarten owes Froebel.

### **Educational Sociology — 24 Periods**

MRS. MARY BOOMER PAGE

In this work a study is made of education, considered as a factor in the whole group of social activities. A study is made of the groups of activity that form opinion and determine conduct, family life, society, political activity, work and recreation.

Emphasis is placed upon high moral standards as the necessary basis for enduring human relationship.

### **Psychology — 48 Periods**

PROFESSOR L. W. WEBB

This course affords an introduction to the basic principles of modern psychology. The work will be conducted by means of lectures, textbook readings and recitations. After the more rudimentary materials have been mastered, attention will be directed to the practical bearings of Psychology upon the work of teaching. Students will be encouraged to make systematic observations upon the mental and physical characteristics of children.

### **Child Study and Froebellian Literature — 60 Periods**

MISS CAROLEEN ROBINSON

Observation and student-teaching will be the basis of the course in Child Study. The study of Froebel's Mother Play Book will be closely related to this course through observation

and interpretation. Special lines of psychological investigation will show how principles of mental development underlie both child and adult thinking.

A study of the principles underlying the meaning and purpose of education, based upon Froebel's Education of Man and Froebel's Mother Play, together with reference reading from Mackenzie's Manual of Ethics, Pedagogics of the Kindergarten and Froebel's Education by Development.

### **Principles of Education — 108 Periods**

MISS MARY LINCOLN MORSE

MRS. MARY BOOMER PAGE

A course centering about such educational principles as are necessary for an insight into present-day aims and methods in educational procedure. In addition, the course includes a careful study of the various phrases—stages of child development through the periods of infancy and childhood. References: "The Educative Process" (*Bagley*), "Education" (*Thorndike*), "Principles of Education" (*Bolton*), "Talks to Teachers" (*James*), "Mental Development" (*Dewey*).

### **Ethics — 24 Periods**

MRS. MARY BOOMER PAGE

A brief outline of some of the most important principles of ethical doctrines will be presented: Character and Conduct, Moral Judgment Institutions, Customs, Duties, Virtues and Standards will be discussed. References: "Ethics" (*Dewey* and *Tufts*, *Dewitt Hyde*).

### **The Psychology of the Religious Nature**

This course presents to the student three lines of departure:

1. A study of the religious nature in the light of what modern psychology has been able to discover. These discoveries have been the result of many schools of psychology and come from the science of paidalogy.
2. What contributions have been made to this science as a result of observation along the lines of the latest in the field of measurements and selected and tested data.
3. An acquaintance with the literature of the subject and with the devices and apparatus used in testing and measuring children and adults. Also a study of the various systems of measurements which are used in laboratories and clinics.

### **Natural Science in Relation to Education — 36 Periods**

MISS HELEN G. DWYER

Field study (1) to become acquainted with the plant and animal life of the region; (2) their relation to the environ-

## SCHOOL OF ELEMENTARY AND HOME EDUCATION

ment; (3) the selection of the interests and experiences of childhood that may lead toward wholesome feelings and attitudes toward nature and life; (4) the selection of materials to be used, and the principles of organization.

### **Music — 72 Periods**

MISS ANN TRIMINGHAM

This course extends over a period of six months in both Junior and Senior years. The work includes the singing of simple songs in chorus and individually, the playing of simple piano numbers, the analysis of the songs and the elements of form and composition. Students will be given credit for previous work which is satisfactory. Those who have had no musical training will be expected to fulfill the requirements, making up their deficiencies when necessary by taking private lessons.

#### *Requirements*

Ability to play rhythmically and with accuracy songs for the Kindergarten and music for Rhythm work corresponding in difficulty to the "Rhythm of Childhood," by Crawford and Fogg, or "Rhythm for the Kindergarten," by Herbert Hyde.

Voice of range and quality sufficient for vocal presentation of songs for children.

Ability to sing short scale and interval exercises, true to pitch.

### **Art — 72 Periods**

MISS MARIE CLAUSSENIUS

This includes instruction in modeling, color-work, free-hand perspective, blackboard drawing, free-hand cutting, principles of design and composition with special relation to their application in Kindergarten.

### **Child and School Hygiene — 36 Periods**

MISS CAROLEEN ROBINSON

The course presents the conditions which determine health, first, of the individual adult, and, second, with reference to the special needs of childhood.

The essential aspects of health and hygiene which are discussed are as follows: Hygiene an economic necessity; prevention of disease; protective measures, and the improvement of health conditions through sanitary control; the responsibility for care of children's health and how maintained; the relation of personal health to group life.

**Physical Training — 72 Periods**

MRS. MARY BOOMER PAGE  
MISS RUTH HARDY

MISS J. JANET HOFFMAN  
MISS LOUISE T. HYDE

The Bentley Motor-Mental Rhythmics develops the mind and body in equal degrees and is the foundation of elementary music. Thru plays, games and original work the fundamentals of music are given.

This course embraces Games, Folk Dancing, Rhythmic Training, Hygiene, Physical and Respiratory exercises.

A study will be made of games suitable to the Kindergarten, together with practice in playing them. Folk-dancing and rhythmic exercises will receive special attention. Physical exercises are given from the standpoint of health. The care of little children and the health of the teacher will be discussed by experts.

**Elementary School Curriculum — 36 Periods**

MISS HELEN G. DWYER

This course will deal particularly with : (a) The principles underlying a course of study in social occupations in relation to ethical development and the acquisition of knowledge (b) Discussion of the methods of teaching History, Geography, Science, English, Mathematics, etc., in the light of a scientific theory of education. Observation and student assistance in the Frances W. Parker School is required.

**Literature — 72 Periods**

MISS MARY LINCOLN MORSE

A study of various types of literary material from the standpoint of a literary content and literary source. This course aims to establish, in addition to its definite purpose of increasing the student's appreciation of good literature, standards for selecting and grading children's rhymes, poems, and stories, to standards of story telling.

**Play Materials — 72 Periods**

MRS. MARY BOOMER PAGE

Play Materials as used in Childhood Education. This course will be presented from the point of view of the changing interests and needs of childhood at different stages of growth. The function of play materials in education, different methods of use, such as experimentation, formal presentation and the problem project method will be discussed, and the class will use materials for demonstration purposes.



### **The Kindergarten Curriculum — 72 Periods**

MRS. MARY BOOMER PAGE

The aim of the course in the first year is to enable the student-teacher to "see the developing child and the means for his development as part one process." These two aspects form the basis for discussion. They enable the student to discern the principles and methods which guide in the selection of further educative experiences in childhood. Tentative plans are made.

The principles underlying the kindergarten curriculum are considered in relation to education in general in order that the student may discover the same fundamental factors operating. Different principles of selection and organization of materials are compared in order that the changing and advancing needs of particular groups of children may be more adequately met. The activities and interests of childhood are studied in relation to standards of growth. They form the basis of organization of subjects and materials. The Montessori Method is presented briefly, in comparison with the Kindergarten, in order that an intelligent appreciation may be gained of the work and motive of the founders of both methods.

### **Manual Arts and Home Economics — 144 Periods**

MISS J. JANET HOFFMAN

Courses will be given in basketry, weaving and woodwork, in the use of nature materials, in Kindergarten occupations and cardboard and paper construction work.

The aim is to present their educational value, and their relation to the growth of capacity in children.

In addition, a group of studies will be conducted in the industrial and household arts, with laboratory and classroom experiments relating to special problems.

### **Observation — 72 Periods**

Observation in accredited Kindergartens and Schools precedes practice teaching.

### **Student-Teaching — 540 Periods**

In the two years' course a minimum of one year of student-teaching is required. This requirement is adjusted according to individual needs.

All absences must be made up.

In the three years' course, when in the judgment of the Directors and Supervisors more teaching is desirable, suitable arrangements will be made.

Varied opportunities for observation and student teaching

are required in Public, Private and Settlement Kindergartens, Primary Grades, Hospitals and Infant Welfare Stations in different parts of the city and suburbs.

Students have the special opportunity of practice teaching in the primary grades of the Frances W. Parker and the Chicago Latin Schools.

Additional teaching under the direction of the Faculty of the School of Elementary and Home Education is to be offered in September in our new Kindergarten and Primary School which will be in informal co-operation with the Frances W. Parker School.

### **Supervisor's Conferences — 36 Periods**

Frequent conferences with the Supervisor and other members of the Faculty are required for complete co-operation, mutual understanding and progress.

### **Kindergarten Directors' and Elementary Grade Teachers' Conferences — Fortnightly Sessions**

The class will study the newer methods of Applied Psychology, placing emphasis upon acceptable and simple forms of mental measurements for the Kindergarten and Primary Grades. This course will be conducted by an expert of recognized ability. Class discussions will also place renewed interest upon developing ideals and methods involved in Americanization work.

The directors of Kindergartens and teachers in elementary grades co-operating with the School of Elementary and Home Education meet for the discussion of educational problems involved in their daily work with children and assistant teachers.

The able body of lecturers and teachers of the School of Elementary and Home Education, the high standard of its scholarship, and the wide scope of its work (including, as it does, experience in Settlements, Playgrounds, Schools, public and private), make it unique among training schools.

### **Summer Session**

The Summer Session of the School of Elementary and Home Education will be six weeks in length. Registration June 26, 1922. Students of the School will have special privileges of new courses offered by experts. The lecture course attracts wide attention because of the reputation of the lecturers.

*Send for Summer School Circular.*



### General Notices

The School Office is located in Gertrude House, which is also the Student Home, at 701 Rush street, corner of Huron street.

The Classrooms are located at 666 Rush street.

The School of Elementary and Home Education will open at 1 P. M., Wednesday, September 21, 1921. All students will be expected to register at this time.

Classes will be organized at 2 P. M., Thursday, September 22, 1921.

Classes meet four afternoons every week during the school year, and four mornings a week when students are not assisting in the morning Kindergartens.

Students will be required to make up all recitations or class requirements lost through absence, either by taking private lessons from tutors selected by the School, or by doing a certain amount of extra prescribed work, with written abstracts. Extra charges will be made for private tutoring. Students entering late must be responsible for making up the work they have missed. The special fees cover student privileges and obligations.

All absences from the required practice teaching must be made up during vacations or at the close of the school year.

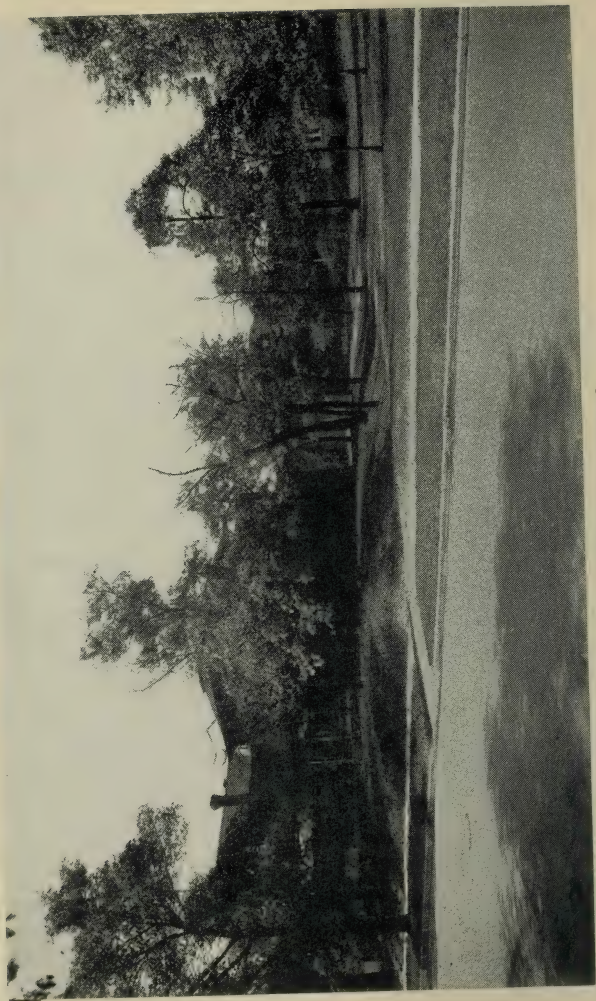
All students are required to be present at exercises on "Class Days." Absence from the same deducts seriously from class records.

Attendance is expected at all classes and at kindergartens for required teaching on closing days and opening days, before and after school vacations.

Students should plan their time so that an adequate amount shall be given to school work.

The Faculty would greatly appreciate calls from the parents of students and their personal co-operation.

Visitors welcome at the School and Home at any time.



**The Children's School**

### Lectures

The students have, from time to time, the privilege of attending both single lectures and courses by well-known specialists on Art, Social, Civic and Child Welfare topics. Frequently studies will be made of the great musical masterpieces with special relation to the programs of the Chicago Symphony Orchestra (founded by Theodore Thomas).

### Tuition

*Tuition Payable Semi-Annually, September 21, 1921,  
and February 1, 1922,*

Three-Year Course—Each year.....	\$175.00
Kindergarten-Primary Course (two years)—	
Each year.....	175.00
Supplementary Course (one year).....	175.00
Non-Professional or Home-Making Course.....	100.00
Summer Session (six weeks, each course).....	12.00
Registration .....	5.00
Special Fees each year.....	5.00

Arrangements may be made for less than six months at the rate of \$20 a month or pro rata for single studies.

Extra single courses, special rates.

Textbooks and materials required in the various courses may be obtained at the School office.

Use of piano for practice, 10 cents per hour.

Graduation expenses, \$5 per student.

No tuition fee is refunded after the opening of the term.

If fees are not paid within ten days of date of bills, a \$2 extra charge is added.

Send for special circular for resident expenses in Gertrude House.

Checks should be made payable to the School of Elementary and Home Education.

Registration day, September 21, 1921.

## **CHILD-WELFARE DEPARTMENT**

### **Child Welfare Course**

The aim of the course is to present the essentials of training in Child Welfare. The course will include the study of such subjects as problems in child training, "making more children worth while," the effect of environment of health, mental life, moral and social behavior; the understanding of inheritance and effects of inheritance upon children today; infant hygiene and maternity; elementary home economics in relation to pre-vocational training.

### **Curriculum**

#### **The Child**

Problems in Child Training—

Personal.

Economic.

Social.

Group Life.

#### **Elementary Study of Environment**

Effects on Physical, Mental and Moral Life.

#### **Understanding of Inheritance**

Home and Community.

#### **Race Welfare and Social Progress**

The Children's School, while a normal expression of education through informal group life, is also a laboratory for the Child Welfare Department. It gives opportunity for observation of growing childhood in a sympathetic and inconspicuous manner.

### **The Aim**

The success attendant upon the work has proved that the education of childhood is greatly aided by the wholesome out-of-door life because of the consequent happiness and growth in both the individual and the group.



Believing that true citizenship is one of the ultimate aims of education, the school places renewed emphasis upon the development of American ideals.

The closest co-operation between the home and the School is desired, in order that each may serve the other in the development of high quality of scholarship and character in the children of the School.

### **Pre-Kindergarten**

The children are received between the ages of two and four for two hours each day. This gives little children the opportunity of gradually becoming acquainted with others of their own age, and it also gives to mothers some freedom in the morning either for home obligations or specialized observation of their children in group relations. The social relations in the Pre-Kindergarten are under the guidance of an experienced teacher, who is both sympathetic and highly qualified to direct their happy activities, simple play, work or rest, either in large, bright, well-equipped playrooms or out of doors. This period of two to four years of age is most important because it is the time of habit formation, and conditions should be carefully arranged.

### **The Kindergarten**

The Kindergarten is as essential a part of education as any other school experience, because it has the largest opportunity possible next to the home and the nursery of developing and guiding the active powers of early childhood between the ages of four and six. It provides conditions which not only keep the children spontaneous and happy, but directs them through the use of educative play in the use of constructive manual arts, nature experiences in Lincoln Park, stories, music, games and the simple art material. Habits and observation are established and social relations developing courtesy, generosity and obedience are

expected. The opportunities for play and work are offered both in lovely rooms within the schoolhouse and out of doors.

### **Primary**

Character building through social co-operation is the keynote of the first, second and third Primary grades. Through the continual sharing of child-like purposes and the determining of conduct and attitude with reference to the welfare of the group, the children grow increasingly in ideas and interests necessary to approved social living.

The selection of subject matter and methods of instruction will be made with direct reference to the vital interests of childhood, and the calling forth of the highest type of activity, resulting in desirable ideas, attitudes, habits and skills as a basis for later expansion.

### **Location**

The School will occupy a home-like and commodious building at 524 Barry avenue. It faces south and occupies generous grounds midway between the Lake Shore Drive and Broadway. It is near Lincoln Park and the Lake. The grounds give ample space for sunshine and the out of doors.

### **Playground**

The grounds offer excellent opportunity for fine equipment for outdoor play with such materials as satisfy the normal "muscle hunger" of the little children, and builds up in a natural manner "sense habits" useful during life.

Another important activity of the playground which brings joy to babyhood and childhood, is gardening and animal nurture, and at the same time builds up observation and reactions to experience which develop attitudes of scientific thinking.



### **Health Regulations**

It is imperative that School and Home make every effort to promote the health of children, and to this end the School will have the co-operation of a physician.

Children with colds of any nature should remain at home. Those in School who evidence any form of contagion will be sent home.

### **Conferences**

Three times a year the patrons of the School are requested to assemble with the School Faculty, to discuss informally questions that concern the physical, social and moral welfare of the children.

### **Transportation**

The School may be reached by the Broadway cars, and through route surface cars and motor buses. Or, by paying the extra cost of an automobile, which can call for a limited number of children. A teacher will be in charge of the children.

### **Registration**

Application for admission may be made at any time at the School of Elementary and Home Education, 701 Rush street (Telephone Superior 250), and at the School, 524 Barry avenue. Pupils are registered for the entire year.

### **Tuition**

To be paid in advance for each term. First term begins September 20, 1921; the second term on February 1, 1922. No reduction will be made for withdrawals during the School year, except in case of a continuous illness extending over a long period, when the School and parents will share the loss equally.

### Fees and Sessions

For one year the daily sessions are:

Pre-Kindergarten .....	Session from 9:00 to 11:30 A. M.	\$ 90.00
Kindergarten .....	Session from 9:00 to 11:30 A. M.	115.00
First Primary.....	Session from 9:00 to 12:00 M.	125.00
Second Primary.....	Session from 9:00 to 12:30 P. M.	135.00
Third Primary.....	Session from 9:00 to 12:30 P. M.	145.00

### School Supplies

School supplies for the Primary Grades, such as books, manual training materials, etc., will be recorded by both the pupil and the teacher and bill rendered the parent for same, together with the tuition bill. This charge for school supplies will not exceed \$6.00 a term.

### Calendar

Registration.....	September 19, 1921
First School Term begins.....	September 20, 1921
Thanksgiving Holidays.....	November 23 to 28, 1921
Christmas Holidays.....	December 21, 1921, to January 3, 1922
Second Term begins.....	February 1, 1922
Lincoln's Birthday.....	February 12, 1922
Washington's Birthday .....	February 22, 1922
Spring Vacation.....	To be announced
Memorial Day .....	May 30, 1922
School closes .....	June 15, 1922



### **Home Activities Course for Children for the Kindergarten and Primary Grades**

The aim of the course is to present the educational value of Home Activities to discover the processes involved and to develop the capacity of children in relation to their interests. The students of the Training School will be given simple laboratory experiments in household arts relating to these and other problems entering upon the activities of the home.

To be a teacher of the race is of eternal worth; it is to participate in the making of men. To be a teacher of young children is to share in the early flowering of a human soul.

#### **Children's School Faculty**

Pre-Kindergarten Director.....Miss Anne E. Allen  
Director of Kindergarten.....Miss J. Janet Hoffman  
Director of Primary Grades.....Miss Helen G. Dwyer

#### **Organization**

The School is fortunate because it is conducted under the auspices of the Teacher-Training School, the School of Elementary and Home Education (formerly the Chicago Kindergarten Institute).

**"We Are Laborers Together With God"**

Co-workers we are with Him! Were He to ask,  
"Come, star with Me the spaces of My night,  
Or light with Me tomorrow's sunset glow,  
Or fashion forth the crystals of My snow,  
Or teach My sweet June-roses next to blow"—  
O rare beatitude! But holier task,  
Of all His works of beauty fairest-high,  
Is that He keeps for hands like ours to ply!  
When He upgathers all His elements,  
His days, His nights, whole eons of His June,  
The Mighty Gardener of the earth and sky,  
That to achieve toward which the ages roll,  
We hear the Voice that sets the spheres a-tune—  
"Help Me, My comrades, flower this little *Soul!*"

—*W. C. Gannett.*

One of the most successful means of aiding children who are ill toward recovery is wise occupation that is simple, playful and suited to their condition.

The Child Welfare Department of the School of Elementary and Home Education is successful in co-operating with convalescent wards for children in several of our leading hospitals.

## HOME-MAKING DEPARTMENT

### School of Home-Making

The aim of the School of Home-Making is to present a practical training in household activities sufficient to enable a young woman to undertake the care and management of a home with dignity, and with such efficiency as will not only guarantee its happiness, but also the health and comfort of all its members.

By the term "home-making" is meant a working knowledge of marketing, cooking, hygiene, dietetics, cost of living, rearing of children, and home nursing. A young woman who has been well trained in home activities "ought to be a far more effective teacher, a more efficient manager or worker in the great variety of civic and social enterprises." Woman's work is not only that of practical efficiency, but also "the study of right living, the study of the importance, the utility and the possible beauty of the common things of daily existence."

"Woman is the mother of humanity; therefore the fitting educator of humanity; she herself has the right to claim such education as shall best fit her for the experiences of the home — humanity's most essential school." Home is the national and civic unit, the focal point of living. Into the home are poured all the products of the world — food, water and clothing, furnishing, books and friends. It is important that these should be chosen wisely, for upon the choice depends the happiness and well-being of the household.

### Curriculum, School of Home Making

#### The Family

History, Psychology, Ethics, Eugenics, Parenthood, Problems, Relation to Civic Life, Social Development.

#### The Child

Physical Care, Growth, Clothing and Food, Character Development, Surroundings, Art, Music, Stories, Games, Occupations, Mental and Moral Training.



**Art in the Home and Community —**

**The Home and the House**

Location, Equipment, Organization, Decoration.

**Food**

Marketing, Cooking, Food Values, Cost of Food, Care of Food, Serving, Servants, Dietetics.

**Clothing**

Selection, Cost, Care, Suitability, Beauty.

**Cost of Living**

Accounts, Family Budget, Technique of Buying for the Home.

**Hygiene**

Hygiene of the Home, Child Hygiene, Hygiene of the Mother, Emergencies, Home Nursing.

**Race Welfare and Social Progress**

Civic Morality; Relation of Home to Producer, etc., to Altruism, etc.

Opportunity will be afforded for observation and care of children, together with practical experience in Nurseries, Kindergartens, Hospitals, Playgrounds, etc.

The laboratory for this course is at Gertrude House. The House is equipped for the distinct purpose of giving young women an opportunity to study Home-Making in a practical manner, and to live together under wholesome conditions.

"To be housekeeper, to be home-maker, to take from each part of life its offering of value and patiently weld them into a coherent whole"—that is the faculty of woman—"to make a city a home, to elicit from discordant elements a harmonious total of warm, charming, noble, livable life."

*Send for Special Circular.*

**Gertrude House — The Center of the Home-Making Course**

*House Mother* — MRS. HARRIET DENISON HALL

Gertrude House, 701 Rush street, the student Home, is a unique residence for students frankly adapted from the home life established between Froebel and his students at Keilhau. Believing that all



social virtues emanate from the home and family life, the house was named for Gertrude, the ideal mother and teacher in Pestalozzi's educational romance, "Leonard and Gertrude."

Being strictly an educational institution, the house is non-sectarian and democratic. Certain home duties are shared in common, and house members participate in periodical house-meetings where ideals of homemaking and daily living are discussed. The home life thus develops in the individual a fine and sincere regard for such ethical standards as are essential in group relationships; it also harmonizes and applies the cultural and practical ideas and standards set forth in the classroom.

In recognition of the value of this training in character building, the Faculty gives special honors to each student according to the measure of her attainment in her home life thru co-operative work.

The regular membership of the household is limited and all members are expected to enter for the year unless special arrangements are made beforehand to the contrary.

The dates of opening and closing the House are in accordance with those of the School.

Gertrude House is always open to kindergartners who may wish to make it their headquarters while visiting Chicago during the school year.

It is hoped that students will be able to take advantage of the many opportunities Chicago offers in its libraries, museums, concerts, theaters, operas, etc. Students will be allowed to receive visitors and go to entertainments on Saturday and such Friday evenings as do not conflict with the house-meetings. Parents or guardians of each member of Gertrude House are requested to send a letter to the House Mother stating their wishes in regard to the escorts whom the student may be allowed to accept. Students' parties to thea-

ters or other evening entertainments must be under proper chaperonage. Expenses to be met by the party.

The regular living expenses (no laundry included) are based upon the lowest actual estimates for the school year, and are payable in four installments—September 21, December 1, February 1, and April 5.

*Send for Special Circular.*

The residence for students who desire its delightful accommodations is located at 701 Rush street, corner of Huron, and will be used until such time as the permanent home is ready for occupancy.

The building is one of the fine old houses of the North Side, formerly occupied by the family of Henry W. King. It is spacious and hospitable in arrangement and well lighted on every side.

Built in the days of stately leisure and gentle, high-bred civility, the house preserves the spirit of its time. It is gracious, hospitable and charming; it is excellently adapted for a modern school residence because of the care and money which have been put into it to make and keep it up to date.

One enters the house to find a wide hallway, from which rises an old-fashioned broad stairway. On the left of the hall is the drawing-room, with mirrors and quaint chandeliers. On the right is the old library, with fire-place, book closets and tall book shelves that reach to the high ceiling.

The dining-room is at the end of the hall. It is large and comfortable, with high paneled ceiling and tapestried walls. The fire-place is wide and deep, built for blazing logs of the Yuletide sort.

The upper floors are given over to bedrooms, each one large, well lighted and ventilated.

On the whole, the house is a fitting residence for a school founded on the theory that home-making is a woman's fundamental business. It greets the visitor



Gertrude House, 701 Rush Street



with a spirit of cordiality and gives an ample measure of its shelter and comfort.

### **Opportunities Offered in Chicago**

Chicago presents unusual opportunities for education. In addition to a long season of Grand Opera and Symphony Concerts, there are many recitals by the leading musicians of the world. The Art Institute offers frequent exhibitions of contemporary art, as well as a magnificent permanent collection. The best plays come to Chicago theaters, and the finest lectures are given here during the season.

There is, moreover, a wide field for the study of all forms of social science in schools and settlements. There are many centers for home and foreign mission work and child welfare, and opportunities for the many lines of national and patriotic service.



**An Excursion to the Farm**



Juniors

## **Student Government Association**

*President* — MISS HELEN READ

*Day Vice-President* — MISS HELEN MALONEY

*House Vice-President* — MISS HARRIET MARKS

The Student Government Association was organized in 1908, the Faculty and students desiring to establish individual and community responsibility in the life and conduct of Gertrude House and the School. The general purpose of the organization is to preserve a high standard of womanhood and to promote a spirit of co-operation with the Faculty, to give training in self-government. Authority is vested in an executive board consisting of representatives from all the classes. All non-official members of the Training School and all non-official residents of Gertrude House are members of the Student Government Association, and therefore subject to its constitution.

## **Alumnae Club of the School of Elementary and Home Education**

*Chairman* — MRS. ADELAIDE THOMPSON WINTER

*Vice-Chairman* — MRS. ARNA TRUE PERRON

*Secretary* — MRS. BLANCHE THORSEN LAWDER

This Club enables the Alumnae to keep in touch with the work of their Alma Mater and the undergraduate body. It is governed by a board of graduates representing different classes, with one member from the Faculty. Its purpose is both social as well as educational. These purposes are furthered by a school paper which is issued twice a year and also by membership in the International Kindergarten Union.

## **Student Women's Christian Fellowship of Chicago**

Investigation shows that the City of Chicago has nearly one hundred special and professional schools, which admit women, with an attendance of over fifty thousand women students. Before the fall of 1915 there was little intermingling, but there was a growing desire on the part of some to come into touch with others. Being restricted to their own profession seemed "narrow." The only worth-while union was that along lines calculated to develop true womanhood, through Christian fellowship. The future no one dare prophesy. The Fellowship now embraces schools from the professions of Art, Church Work, Commerce, Dentistry, Domestic Science, Expression, Kindergarten, Law, Medicine, Music, Normal Training, Nursing, Physical Training and Social Service.





A Kindergarten Teacher with Convalescent Children

## FORM OF BEQUEST

I give and bequeath to the Elementary and Home Education Association, a corporation organized under the laws of the State of Illinois, the sum of .....

..... Dollars, to be appropriated by the Board of Directors for the benefit of the Institution in such manner as they may deem most useful.

# 1921

# CALENDAR-1922

## JULY.

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## AUGUST.

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## OCTOBER.

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## NOVEMBER.

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## DECEMBER.

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922/23

Bulletin of  
**Chicago Teachers College**  
Kindergarten, Elementary  
and Home Education

FORMERLY  
Chicago Kindergarten Institute  
ACCREDITED

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Chicago  
1922 - 1923







Established 1894

Incorporated 1913

# BULLETIN

of

## Chicago Teachers College

Kindergarten, Elementary and  
Home Education

*Formerly Chicago Kindergarten Institute*  
ACCREDITED

School Office - - - - - 701 Rush Street  
Telephone: Superior 0250

Class Rooms - - - - - 666 Rush Street

School Residence—Gertrude House—701 Rush Street  
Telephone for Residents: Superior 0277

The Children's School - - - - 524 Barry Avenue  
Telephone: Buckingham 3040

1922—1923

Chicago, Illinois

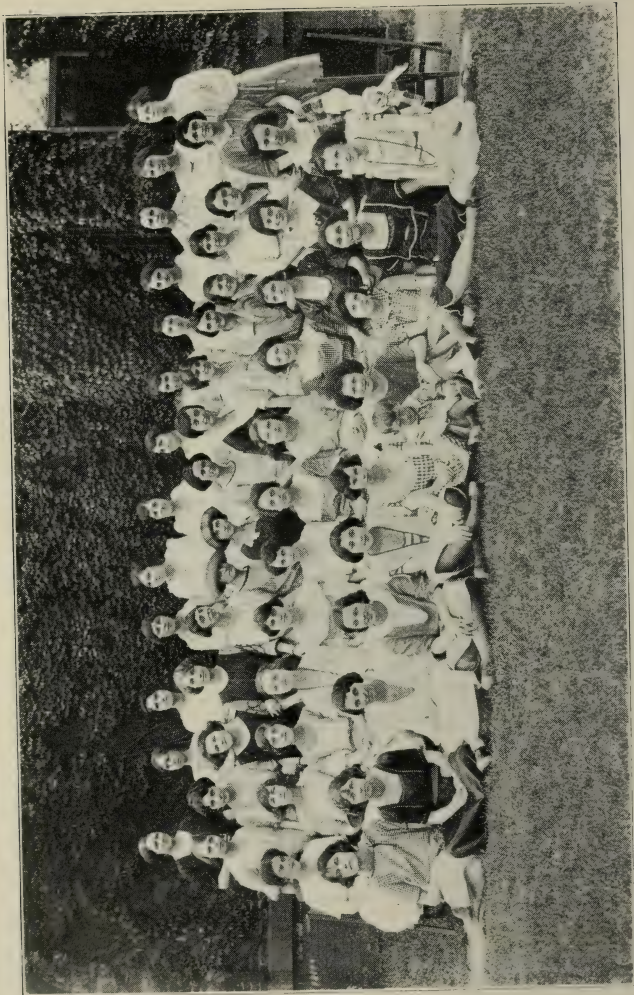
June 1922

The Bulletins of the Chicago Teachers College are issued in April, May, June and December of each year. Entered as second-class matter July 26, 1921, at the Post Office at Chicago, Illinois, under the Act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized August 5, 1921.

*Published at 701 Rush Street, Chicago, Illinois*  
by

THE ELEMENTARY AND HOME EDUCATION ASSOCIATION

BULLETIN — Vol. 2, No. 1



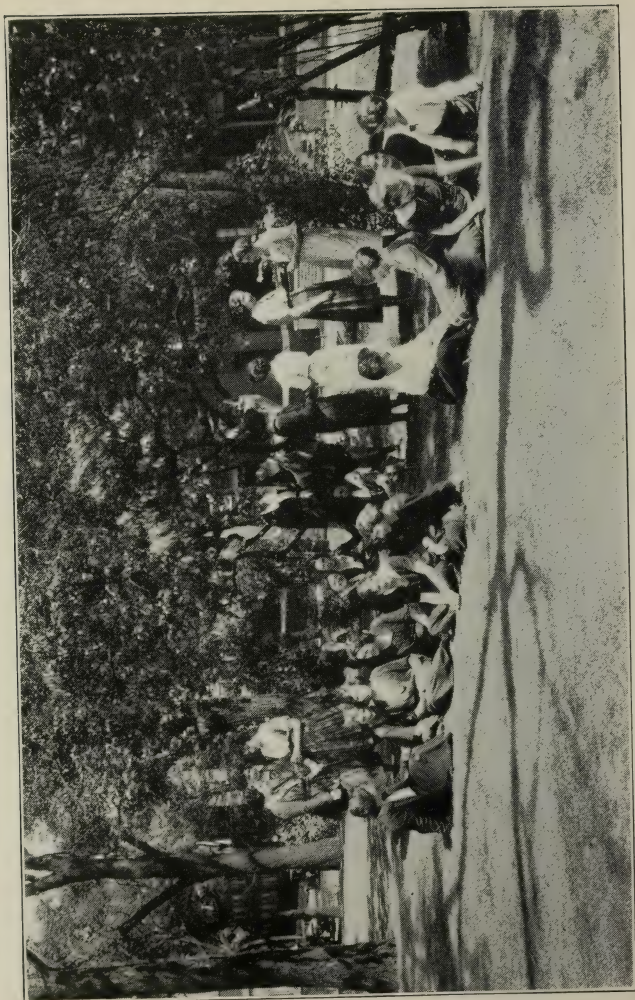
A Senior Class Day



## The American's Creed

I believe in the United States of America as a government of the people, by the people, for the people, whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign Nation of many sovereign States; a perfect Union, one and inseparable; established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes.

I therefore believe it is my duty to my country to love it; to support its Constitution; to obey its laws; to respect its flag, and to defend it against all enemies.



A Student Group

# CHICAGO TEACHERS COLLEGE

Accredited

## THREE DEPARTMENTS:

1. Teacher Training      2. Child Welfare      3. Home Making

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# CHICAGO TEACHERS COLLEGE

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MR. EUGENE DUPEE	MISS CLARA LOUISE PECK
MRS. EUGENE DUPEE	MRS. VANCE RAWSON
MISS LEVANCHE HAWES	REV. JOSIAH SIBLEY
MRS. WILLIAM S. HEFFERAN	MRS. WILLIAM S. SMITH
MR. CHARLES E. HEYWOOD	MRS. LOUIS H. UHLEMANN
DR. SARAH M. HOBSON	MISS HARRIET E. VITTUM
MRS. HARRY PRATT JUDSON	MRS. LAURA P. YOUNG

## Auxiliary Committee

MRS. MELVIL HAWLEY	DWIGHT HEALD PERKINS
MRS. EDWARD T. JOHNSON	MRS. LEO PERRON
MRS. JAMES W. MORRISON	ARTHUR A. SMALL, M. D.
MRS. LYMAN A. WALTON	

## Advisory Committee

MISS ANNE ELIZABETH ALLEN	- - - - - Chicago, Ill.
PROF. EARL BARNES	- - - - - Philadelphia, Pa.
PROF. NATHANIEL BUTLER	- - - - - University of Chicago
MRS. LUTHER HALSEY GULICK	- Camp Fire Girls, Boston, Mass.
PROF. PATTY SMITH HILL	- Columbia University, New York
MRS. MARGARET J. STANNARD	
Garland School of Home-Making, Boston, Mass.	
REV. GEORGE CRAIG STEWART	- - - - - Evanston, Ill.
MISS LUCY WHEELOCK	- - Wheelock School, Boston, Mass.

## Director of the College

MRS. MARY BOOMER PAGE

## Business Managers

SWANSON OGILVIE COMPANY

# CALENDAR OF CHICAGO TEACHERS COLLEGE

## Teacher-Training Department 1922 - 1923

### REGISTRATION OF STUDENTS

Wednesday, September 20, 1922.

### ORGANIZATION OF CLASSES

2:00 P. M., Thursday, September 21, 1922.

### THANKSGIVING HOLIDAYS

4:30 P. M., Wednesday, November 29, 1922.

8:30 P. M., Monday, December 4, 1922.

### CHRISTMAS HOLIDAYS

4:30 P. M., Thursday, December 21, 1922.

8:30 A. M., Wednesday, January 3, 1923.

### MID-YEAR REGISTRATION

1:00 to 3:00 P. M., Wednesday, January 31, 1923.

### EASTER HOLIDAYS AND SPRING VACATION

To be announced.

SCHOOL CLOSURES — 4:30 P. M., Thursday, June 14, 1923.

### REGISTRATION OF STUDENTS FOR SUMMER SCHOOL

9:00 A. M., Monday, June 25, 1923.

## Class Days

### REGISTRATION DAY

Wednesday, September 20, 1922.

### OPENING DAY

2:00 P. M., Thursday, September 21, 1922.

### THANKSGIVING EXERCISES

2:30 P. M., Wednesday, November 29, 1922.

### CHRISTMAS EXERCISES

2:30 P. M., Thursday, December 21, 1922.

### NEW YEAR EXERCISES

2:00 P. M., Wednesday, January 3, 1923.

### OPENING MID-YEAR TERM

2:00 P. M., Wednesday, January 31, 1923.

EASTER EXERCISES — To be announced.

CLASS DAY — Saturday, June 9, 1923.

"CANDLE NIGHT" HOUSE HONORS

7:00 P. M., Sunday, June 10, 1923.

VESPER SUNDAY — 5:00 P. M., Sunday, June 10, 1923.

### RECOGNITION DAY

2:30 P. M., Thursday, June 14, 1923.

### OPENING SUMMER SCHOOL SESSION

Monday, June 25, 1923.



## Faculty of 1922 - 1923

### MRS. MARY BOOMER PAGE

Graduate Chicago Kindergarten Collegiate Institute; Matriculated University of Chicago; President, 1914-1916, International Kindergarten Union; President, Kindergarten Section, N. E. A., 1913, Salt Lake City; President, Chicago Council Administrative Women, 1920; President, Illinois State Kindergarten Primary Association, 1921; Formerly Chairman Education Department, Chicago Woman's Club; Director, Chicago Teachers College.

### MISS MARY LINCOLN MORSE

Graduate Bradford Academy; Graduate Chicago Kindergarten Institute; Graduate Post-Graduate Course, C. K. I.; Graduate Teacher-Training Course, Teachers' College, Columbia University; Head, Children's Department, Northwestern Settlement; President, Chicago Kindergarten Club; Faculty, Chicago Teachers College.

### MISS J. JANET HOFFMAN

Graduate Merington School for Girls, New York; Graduate Chicago Kindergarten Institute; Matriculated University of New York; Matriculated University of Chicago; Faculty of Chicago Kindergarten Institute and Chicago Teachers College.

### MISS ANNE ELIZABETH ALLEN

Graduate Louisville Kindergarten Association; Head, Kindergarten Department, Cook County Normal School under Frances W. Parker; Formerly, Head of Kindergarten School of Education, University of Chicago; Director, Pre-Kindergarten, Chicago Teachers College.

### MISS MARY G. WAITE

B. S., M. A., Columbia University, New York City; Graduate in Kindergarten and Primary Supervision, Teachers College, New York City; Kindergarten-Primary Teacher in Toledo, Ohio, Newark, N. J., Cincinnati, Ohio; Assistant Professor, Department of Childhood, University of Pittsburgh, Pa.; Director, Kindergarten-Primary Department in Social Motive School, New York City; Principal of Training School for Kindergarten-Primary Teachers, Fort Worth, Texas; Supervisor of Kindergartens, Fort Worth, Texas.



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KINDERGARTEN, ELEMENTARY AND HOME EDUCATION

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MISS HELEN G. DWYER

Oberlin College, Ohio; Graduate Chicago Froebel Association; Matriculated University of Chicago; Supervisor, Kindergarten Department, Evanston, Ill.; Principal, Community School, St. Louis, Mo.; Faculty, Chicago Teachers College.

MISS MARGUERITE CONYNE

Graduate of Chicago Kindergarten Institute; Student in University of Wisconsin; Student in University of Chicago and Teachers College, Columbia; Instructor, Kindergarten-Primary Department, Alma College, Michigan; Director, Kindergarten-Primary Department, Alma College Michigan; Director, Public School Kindergarten, Evanston, Ill.

MISS ANN TRIMINGHAM

Graduate of Public School, Music Department, Columbia School of Music, Chicago; Student of William Shakespeare; Head of Music Department, Chicago Teachers College.

MISS MARIE CLAUSSENIUS

Graduate of Church School of Applied Art; Graduate of Chicago Art Institute; Student of Walter Sargent of the University of Chicago; Head of Art Department, Chicago Teachers College.

MISS LOUISE T. HYDE

Director, Chicago Latin School Kindergarten; Director of Rhythm Department, Northwestern Music School.

MRS. ELIZABETH MATHEWS RICHARDSON, B. A., Wellesley.

Principal of Weston School, Boston, Mass.; Dean of Students; Head of Gertrude House, the School Residence.

PROFESSOR EARL BARNES, Ph.D., Philadelphia, Pa.

One-time Head of Department of Education, Leland Stanford University; Department of Education, Indiana State University; Graduate Cornell University, Ithaca, N. Y.; Lecturer.

PROFESSOR J. A. CLEMENT, Ph.D.

Associate Professor of Education, College Liberal Arts, Northwestern University, Evanston, Ill.

DR. ARTHUR ATWELL SMALL

Graduate University of Toronto; Member of Royal College of Surgeons, England; Licentiate of Royal College of Physicians, London.

## Lecturers

MR. HORACE J. BRIDGES

*Leader Chicago Society of Ethical Culture*

PROF. EARL BARNES  
Philadelphia, Pa.

PROF. FREDERICK S. BREED  
University of Chicago

PROF. ALMA BINZEL  
Cornell University, Ithaca, N. Y.

DR. NATHANIEL BUTLER  
University of Chicago

MISS FLORA J. COOKE  
*Principal Frances W. Parker School*  
Chicago, Ill.

DR. WILLIAM C. COVERT  
First Presbyterian Church, Chicago

CANON C. W. DOUGLAS  
New York City

PROF. PATTY SMITH HILL  
Columbia University

DR. J. A. JENKINS  
*President Union Theological Seminary*  
Chicago, Ill.

MISS FRANCES LAWRENCE  
Honolulu, Hawaii

MISS MARY McDOWELL  
University of Chicago Settlement

MRS. PORTER LANDER MACCLINTOCH  
University of Chicago

MISS LUCY HELEN PEARSON  
*Director Student Women's Fellowship*

DR. VANCE RAWSON  
*Executive Head Department of Internal Medicine and*  
*Vice-Chief of Staff, Hahnemann Hospital*

DR. ARTHUR ATWELL SMALL, M. D.  
St. Joseph's Hospital

REV. JOSIAH SIBLEY  
*Pastor Second Presbyterian Church* Chicago, Ill.

MRS. MARGARET J. STANNARD  
*Head, Garland School of Home-Making* Boston, Mass.

DR. FREDERICK SHANNON  
Central Church, Chicago, Ill.

REV. GEORGE CRAIG STEWART  
*Rector St. Luke's Church* Evanston, Ill.

DR. CHARLES F. WISHART  
*President Wooster College* Wooster, Ohio

MISS HARRIET E. VITUM  
*Head Resident, Northwestern Settlement* Chicago, Ill.

DR. LINDSAY WYNEKOOP  
*Staff of Physicians, Mary Thompson Hospital* Chicago, Ill.

## Faculty of the Summer School, 1922

MISS MARY BOOMER PAGE  
*Director of Chicago Teachers' College*

MISS ALLIE M. HINES  
*Supervisor Elementary Grades*  
Cincinnati, Ohio

MISS MARY L. MORSE  
*Faculty of Chicago Teachers' College*

MISS ANN TRIMINGHAM  
*Columbia School of Music*

MISS MARIE CLAUSSENIUS  
*Frances W. Parker School*

MISS J. JANET HOFFMAN  
*Faculty of Chicago Teachers' College*

MISS LOUISE T. HYDE  
*Faculty of Chicago Teachers' College*

## Special Lecturers

MR. PETER A. MORTENSON  
*Superintendent of Public Schools*  
Chicago, Ill.

MR. ERNEST A. SMITH  
*Superintendent of Public Schools*  
Evanston, Ill.

MR. CARLETON W. WASHBURNE  
*Superintendent of Public Schools*  
Winnetka, Ill.

MR. JESSE L. SMITH  
*Superintendent of Public Schools*  
Highland Park, Ill.

MR. ORVILLE T. BRIGHT, JR.  
*Cook County Superintendent of Schools*

## Calendar

Registration commences.....June 23, 1923  
Classes begin.....June 25, 1923  
School closes.....August 4, 1923

## HISTORY

**1894 — Twenty-Eighth Anniversary — 1922**

### **Early Years**

The plans of Chicago Teachers College (formerly Chicago Kindergarten Institute) originated during the Summer of the Chicago Columbian Exposition as a result of the inspiration given to a group of friends by Miss Annetta Schaepel, in charge of a notable educational exhibit from Europe. Women of different talents and ability constituted the directorship of the Institute. They were asked by the representatives of the Christian Social Union of the University of Chicago to assist in establishing new lines of social and educational work in the Stock Yards district, January, 1894.

In order that a Social Settlement could later be conducted under its auspices, the University of Chicago Christian Union started the work with a Kindergarten and neighborhood visiting, and in October, 1894, the Social Settlement was organized with the Chicago Kindergarten Institute as an integral part of its educational and social work. The Institute began its school life with a training school for teachers of both Kindergarten and Elementary grades and a home for students, called Gertrude House. From the beginning (twenty-eight years ago) the aim of the Chicago Kindergarten Institute was the development of young women for participation in socialized educational endeavor. That it might establish the scientific attitude of mind and heart with varied lines of practical application of the classroom work, it has maintained a Normal School more than a quarter of a century; it has adapted itself from year to year to the best ideals which educational development has produced.

## **The College**

The College was first located on the South Side, midway between the University of Chicago on the southeast and its Social Settlement in the Stock Yards District. In 1902 the College was transferred to the North Side, where it is now located.

Lecturers from the two great Universities in the neighborhood of the city have been identified with the training school since its organization, and prominent specialists have always been on its teaching staff. It has given rich, wide and varied opportunities for practice teaching, social work and demonstration of personal ability in co-operation with the leading Social Settlements of the city, Playgrounds, Schools, Hospitals, Libraries, Kindergartens and Primary Grades. The Kindergartens co-operating with the College have been located near the University of Chicago, the Stock Yards district, and residential districts of the city and suburbs, as well as in Private Schools, Public Schools and Missions. The College, in addition to co-operating with these institutions, maintains a special Kindergarten and Elementary School of its own, so that its students will have ample laboratory experience under the supervision of the Faculty.

## **Gertrude House, the Student Home**

Gertrude House, the residence for the students of the College, was originally located on the South Side, on East Forty-Seventh street, and the major portion of the training school work was conducted in the Settlement of the University, where Miss Mary McDowell has been its head resident since 1894. Gertrude House was established as a great experiment in co-operative and social living. It originated as an answer to a crying need for home life for women students in a large city. Its aim has always been to foster and to develop



a mutually helpful spirit needed by students outside of college experience. The house life, therefore, recognized many lines of co-operative activity which functioned practically and spiritually in the life of the groups composing the home. It proved in a remarkable way that many young people could practically demonstrate the principles of democracy as the standard of fine community life.

### **Cultural Character of Gertrude House**

Gertrude House was the first residence of its kind in the country. The first decade of its history aroused so much discussion among educators and social workers everywhere that since then one of its original causes of existence has the hearty approval and support of all — namely, some sort of suitable residential life for out-of-town students.

Gertrude House is still, however, unique and the leader thruout the country in maintaining social principles and methods in the home life on a co-operative basis. It conducts special methods for recognizing such home life with House Honors for its home-making experiences, for each resident according to the measure of her growth.

### **Departments of the College**

The College has added many new departments and courses to its original work, and is justly proud of its development. At present the general departments conducted by the College include Teacher Training, Child Welfare, Home-Making and the Summer School.

### **The New Name**

The name of the institution has been changed to CHICAGO TEACHERS COLLEGE, because during the past two years the Teachers-Training Department has increased its scope of work.



"The Chicago Teachers College (formerly the Chicago Kindergarten Institute) is making contribution of the most significant kind to the solution of various educational problems which center in the early years of the school course.

"The College has always stood for good things, has had a devoted and high-minded group of teachers, has had a quite exceptional type of students, as I know from my contact with many kindergarten training schools, and has, in its present form, set out to do a thoroughly worth-while piece of educational work, which to my knowledge is nowhere else, in or about Chicago, being undertaken."

—James Rowland Angell,  
*President Yale University.*

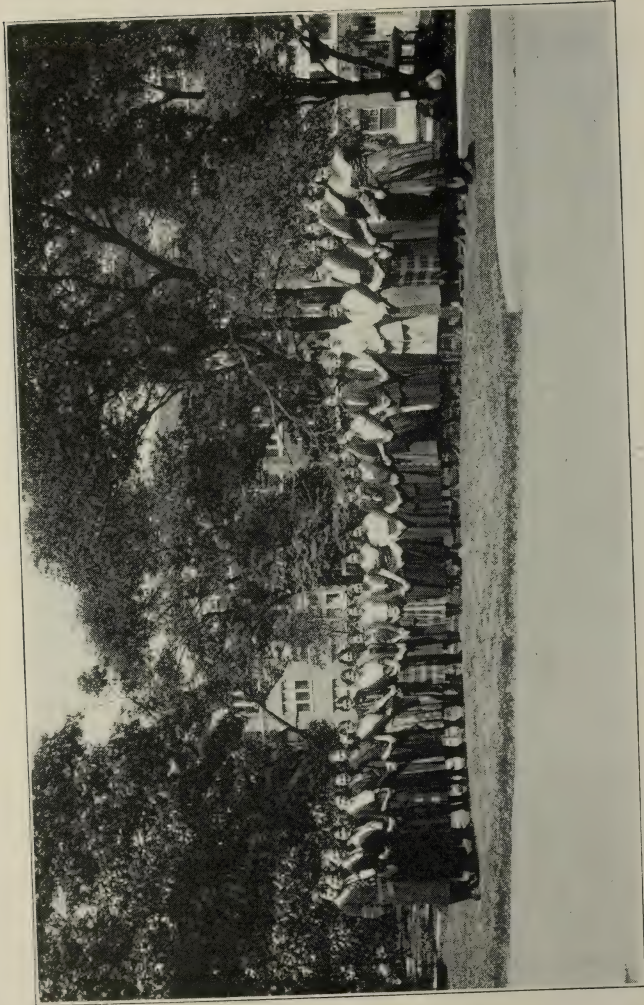
### **Our Alumnae**

Over 1,600 young women, representing every class of society, have been members of the College during its history. The activities represented by this body are most significant. Many occupy fine positions of leadership; many others are in homes of influence. Their co-operation with their school has been most loyal, generous and fine, and their activities through the Alumnae Club are of exceptionally high standard. Students have come from England, Canada, Australia, France, Japan, India, China, Switzerland and South America, as well as from practically every state of the Union.

### **The Future**

The demands of the future are far greater than any one educational institution can meet. The girl of today must be trained more carefully than ever before. No one can foretell all that she will be required to do. But we know, at least, that moral character, a sympathetic personality, the quality of initiative with the desire to serve, are imperative if woman is to live even reasonably according to her nature and take her place intelligently in a democratic community.

A Class Day



## TEACHER-TRAINING DEPARTMENT

### Kindergarten, Pre-Kindergarten and Primary Grade Teaching as a Career for Women

Every young woman, whatever her position in life, should be fitted to earn her own living. Only when she is prepared to offer society a fair equivalent in skilled service for her support and opportunity can she begin to think and act as an independent human being. Even if she is never obliged to earn her own living in the world's markets, she will still find the ability to do so a source of constant strength and power through her life. She will be a better mother and a better citizen because she knows practically how men and women are shaping the social and material world and their own lives through mutually helpful work. But if, through lack of means or through those financial disasters which are liable to overtake anyone, she is thrown upon her own resources, having had simply a good education in a high school or college, she must face the problem of self-support professionally unprepared. She is like a hunter facing the forest with bare hands.

In selecting her vocation a young woman must consider, as her brothers must do, the probable demand for the work she fancies, its remuneration, its healthfulness, its effect on the character, the social opportunities it offers, and the chance it will give her to work out her ideals and serve her generation worthily. But she has another consideration which her brother does not have to meet. If she marries, her work is very likely to be interrupted and she must take up the activities that gather around a home. She must then, in selecting a career, give the preference to such work as will meet the first conditions and not unfit her for the career of wife and mother.

In the whole range of occupations open to women, that of the kindergarten probably meets these requirements more fully than any other.

First, as to demand: In all the States of the Union the kindergarten is being steadily developed as an integral part of the school system. Thousands of teachers must be provided, and, as a large majority of kindergarten teachers marry, their numbers must be constantly recruited from new candidates. No able kindergartner need want for employment today, and her future work is as assured as any occupation can be. Second, remuneration: The remuneration is good. From the first, the well-prepared kindergartner can command from \$90 to \$125 a month, and as supervisor or trainer she may more than double this salary. Third, healthfulness: While exacting, the work is healthful and the hours are short compared with those of clerical work. There are two free days in each week, besides the long Summer vacation. Fourth, effect on character and social opportunities offered: The work is steadily and deeply educative; the little children appeal to all that is womanly in the teacher, and such is the emphasis laid on social development in the kindergarten, that women who have had kindergarten experience almost always become social leaders in the community.

But beyond all this, the kindergarten and primary teaching, unlike other forms of commercial and professional work which are open to women, fosters and develops all the tastes and interests that go to the making of an effective and happy home. There are no finer homes in America than those presided over by women who have taught for a time in kindergartens.

For success in teaching, the candidate should have excellent health, an open and generous nature, good spirits, and a genial interest in life. She should love



little children and have a natural aptitude for winning their trust and a keen desire to understand their point of view. To these natural qualities she should have added a good preliminary education equal to the ordinary high school course. Unless she can pass the examination for an ordinary teacher's certificate, she will always be handicapped in her professional career.

Intellectually she should be well grounded in the history of education, psychology, and elementary sociology, and she should have an intimate and practical acquaintance with the principles and methods of the kindergarten. For highest success there must be added to this purely intellectual education the training of the feelings and emotions in the direction of loving service to humanity through its children. Much of the training is given in connection with the children in actual kindergartens and primary grades.

### **Educational Basis of the Teacher-Training School**

Education is interpreted on the basis of growth in social living. It has its historic and philosophical values, but they are significant in so far as they reinterpret the life of today. Education is primarily psychological and sociological. "Progress is not a succession of studies, but in the development of new attitudes toward and new interests in the reconstruction of experience." Education is life. It is therefore artistic, scientific, religious, social and cultural. The education of each individual is considered in relation to the needs of group development.

The Chicago Teachers College seeks to realize these ideals, through its fine curriculum, its strong faculty, and through its residence for students, in which is created an atmosphere of refined living, kindly helpfulness, and professional aspiration.



**A Christmas Celebration**



### **Location — Class Rooms**

The Teacher-Training School occupies commodious and quiet classrooms at 666 Rush street. The great advantage of this location is that it centralizes the work of the classes and resident life. It is diagonally opposite the Gertrude House, the home of out-of-town students. It is within ten minutes' walk of the center of the city, and therefore most convenient for all transportation facilities. The classrooms are most easily reached by the Michigan avenue motor buses and the State street or Route No. 1 surface cars.

## **COURSES OF STUDY**

The aim of Chicago Teachers College is to present to students its training and ideals of life in such a manner as will develop the qualities of character essential to the successful teacher, so that in class-work, teaching of children and daily living, their lives shall be the sincere expression of an effort to attain these ideals.

### **Kindergarten and Primary Course**

This course is intended for women who plan to become successful teachers in kindergarten and the elementary grades. The course consists of two years of thirty-six weeks each, and includes a complete laboratory course in practice teaching. This course meets the standard requirements of the profession and should be taken by all who wish to qualify as kindergarten and primary teachers.

### **Advanced Kindergarten and Elementary Course**

This is a three-year course, the last year of which is of an advanced character. It is intended for persons who wish to qualify as leaders in Kindergarten and Primary Grades or as Director of Playgrounds, Social Workers, or Home-Makers. The first two years lay the foundation for professional elementary education and home-making. The third year consists of advanced courses in psychology, education and of special field work.

### **Formation of Mid-Year Classes**

Young women who find it more convenient to enter the College in the Winter may do so upon the same basis as those

who enter in the autumn. Winter students complete the Teachers' Course in two years from entrance, unless special qualifications modify the length of time by Summer school work.

### **Special Courses (One Year)**

Students who have had previous training, or partial training, and who wish to supplement such work, may enter at any time of the year. Particular care will be taken to place these students in such classes as seem most desirable.

### **Summer School**

The Summer Session of the College will be six weeks in length. Registration June 25, 1923. Students of the College will have special privileges of new courses offered by the College. It appeals to graduates, experienced teachers, and also to those who wish to begin their normal training. Social workers and mothers of families will find these courses a source of inspiration and education.

The Summer Session is of particular value to those who wish to economize time in their training and to those working in isolated communities who feel the need of social intercourse and new life in their work.

*Send for Summer School Circular.*

### **Entrance Requirements**

Candidates for entrance should possess sufficient maturity to undertake the training. They should also possess general culture, fine character, and a sympathetic interest in children.

An accredited High School course, or its equivalent, is essential.

Students wishing to enter the College are requested to send for application blanks, which must be filled out carefully and returned with a credential letter. When possible, a personal interview is requested. It is hoped that parents and guardians will co-operate with the Officers and Faculty of the College.

College education, travel, musical or artistic training are valuable assets to the kindergartner and primary teacher.

### **Probation**

All students are accepted with the understanding that the first two months constitute a period of probation, and that only such students will be retained as candidates for the Diploma of the College as give evidence of ability to appreciate and fulfill their responsibilities.

### **Scholarships**

The College has at its disposal several scholarships which are awarded to those whose standing and character are considered worthy in the judgment of the Directors of the College. Among them are the Alice H. Putnam Scholarship of the Froebel Alumnae Association and the Mary Rust Barton Scholarship. There are also resident scholarships for specially classified students.

### **State Accreditation**

The State Board of Education, through its secretary, Mr. A. L. Wittenberg, states that this Training School for Kindergarten-Elementary Certification *is on the accredited list*; that the qualifications for such certifications are graduation from a recognized High School and a recognized Kindergarten-Primary Training School. All graduates holding our Diploma for Kindergarten and Elementary teaching are thereby eligible without further examination for all Public School positions in Kindergarten and First and Second Grades throughout the State.

Diplomas of the College are honored by Boards of Education in Illinois, New York, California, Michigan, Indiana, Kansas, Louisiana, Texas, South Dakota, Minnesota and Wisconsin. Accreditation is also available in many other states.

### **University and College Credits**

An exchange of credits has also been arranged between the Northwestern University and the College.

Students who complete their courses satisfactorily and who desire to receive credits with a view to University work at the University of Chicago, may do so by conforming to the rules which govern unclassified students, viz., by obtaining the endorsement of a special examiner at the University and by the payment of a matriculation fee of \$5.00.

### **Diplomas**

A diploma is given upon the satisfactory completion of either the two-year or three-year courses.

### **Certificates**

To students who are admitted without having graduated from the four-year High School course a certificate will be given upon the satisfactory completion of the two years' course in the College.

Applicants who have studied with our graduates may enter to complete their training.

### **Credits**

The basis for estimating the credit in the College shall be the semester hour, which is defined as one class period of not less than fifty minutes in length each week for at least eighteen weeks.

Credit is accepted from other institutions of recognized standing.

The number of semester-hours of credit which a course bears toward meeting the requirements for graduation is indicated in general by the number of class exercises a week for each semester.

### **Credits for Diplomas**

The following credits are required for graduation from the College:

Advanced Kindergarten and Elementary Course, three years .....	30 credits each year required
Regular Kindergarten Primary Course, two years .....	30 credits each year required

Home-Making Course, one year.....	Special credits
Summer Session.....	Special credits
Child Welfare Course .....	Special credits

### **Bureau of Appointments**

The College, because of its high grade of training, has always been successful in assisting its graduates to desirable positions. In fact, the demand has exceeded the supply. It is to be understood, however, that positions are not guaranteed.

The demand for teachers all over the country has made choice of positions unusually satisfactory. Many appointments were made in the Autumn season last year, frequent appointments were made in the Winter, and unusually fine opportunities offered in the Spring season, covering territory ranging from California to Alabama and New York state. There is a marked increase in the appointments being made in the middle west and the immediate vicinity of Chicago.

Students of the College desiring appointments will please register promptly in the office. Graduates from the College are eligible for positions in the Chicago Public Schools, according to the rules of the Chicago Board of Education. The requirements cover a four-year High School graduation, a diploma from our two-year Normal course, and one year of successful teaching. Temporary certificates for positions are granted under special conditions. Address 701 Rush street.



**Regular Kindergarten — Primary Course****Two Years (Two Semesters Each Year)****Sixty Semester Hours — Thirty Each Year Required**

	<i>First Year Periods</i>	<i>Second Year Periods</i>	<i>Total Periods</i>
General Education Courses —			
Psychology and Child Study.....	108	.....	108
Principles of Education.....	72	36	108
Philosophy and History of Education	36	36	72
Technical or Professional Courses —			
Arts of Kindergarten and Primary			
Fine Arts.....	36	36	72
Industrial Art.....	36	36	72
Music .....	36	36	72
Literature .....	36	36	72
Science for Kindergarten and Primary			
Child Hygiene.....	36	.....	36
Nature Study.....	.....	36	36
Home Economics.....	36	36	72
Play Materials for Kindergarten and Primary			
.....	36	36	72
Physical Education			
Plays, Games and Dances of Childhood .....	36	36	72
Physical Training .....	.....	.....	.....
Organization of —			
Pre-Kindergarten Curriculum.....	.....	18	18
Kindergarten Curriculum.....	18	54	72
Elementary Curriculum.....	.....	36	36
Through the Arts, Science, Home Economics, Physical Education, and the Child's Interest in Play materials.			
Practicum of Teaching, Conferences, Critic Work of Student Life, Ethics and Social Problems.....			
.....	54	54	108
Observation and Student Teaching			
Observation .....	36	36	72
Student Teaching .....	270	270	540
Electives .....	54	54	108
English			
An additional course in English will be required as an extra wherever it is deemed necessary.			



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KINDERGARTEN, ELEMENTARY AND HOME EDUCATION

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Electives—

Nature Study Field Trips.....	.....	54
(Open to all students)		
Child Clinics .....	.....	54
(Open to all students)		
Weighing and Measuring		
Chart Making		
Visits to Dispensaries		
Health Visiting		
Rhythmic Expression.....	36	36
(Open to Senior students)		
Class Work .....	.....	.....
Child Observation .....	.....	.....
Advanced Project Building .....	36	36
(Seniors only who are adjudged particularly capable of such a course.)		
Advanced Child Study.....	36	36
(Intensive study of some form of child expression)		
Advanced Industrial Art or Home Economics .....	36	36
(Seniors only)		

The Faculty reserve the right to readjust the Curriculum in relation to the need of each class.

## **Advanced Kindergarten and Elementary Course**

**Three Years (Two Semesters Each Year)**

### **FIRST YEAR**

**Thirty Credits Each Year**

General Courses —

Race Development.

History of the Family.

Inheritance.

Environment.

History of the Home, Ancient and Modern —

Study of Play —

Comparison of Adult Interests versus  
Group Interest.

Comparison of Child Interest versus  
Group Interest.

Games.

Play Materials of Froebel.

Modern Play Materials.

History —

Contemporaneous History.

English.

Ethics.

Natural Science —

Elementary Economics.

Child and Social Hygiene.

The Arts —

Music.

Appreciation.

Graphic Arts.

Observation of Child Activities —

Practice Teaching.

Play Centers and Playgrounds.

Nurseries.

Pre-Kindergarten, Kindergarten and Primary.

### **SECOND YEAR**

**Two Semesters Each Year — Thirty Credits Each Year**

Psychology —

Child Psychology.

Principles of Education.

- History of Education —
  - Modern Educational Reformers.
- Science —
  - Sanitation Hygiene.
  - Natural Science.
  - Home Economics.
- Physical Training —
  - Mental Motor Rhythmics.
  - Games.
- Arts —
  - Industrial Art.
  - Graphic Art.
- Educative Materials —
  - Play Materials.
- Literature.
- Observation —
  - Student Teaching in the Kindergarten and Elementary Grades.

### THIRD YEAR

#### Two Semesters Each Year — Thirty Credits Each Year

- Advanced Psychology —
  - Mental Measurements.
- Philosophy of Education —
  - Advanced Principles and Methods of Education.
- The Educational Curriculum —
  - The Pre-Kindergarten, Kindergarten and Elementary Curriculum.
- Educational Administration.
- Sociology —
  - Social Welfare.
  - Eugenics.
  - Conservation of Childhood —
    - Care of Infants.
- Educational Materials —
  - Dramatic Arts.
  - Household Arts.
  - Literary Arts.
  - Fine Arts.
- Special Teaching —
  - Public Speaking.
  - Teaching in Training Classes.
  - Leadership in Class Management.



Junior Class

## **Summary of Subjects Offered in Regular Kindergarten-Primary Course of Two Years**

### **Philosophy and History of Education — 72 Periods (4 Credits)**

PROFESSOR EARL BARNES

In this work an attempt is made to examine the great periods in human history with a view to determining their informing ideas and ideals, and the means people used, consciously or unconsciously, to perpetuate their ideals in their children. To give the feeling of the periods studied, extracts are presented from original writings. On these materials the students are required to pass individual judgments, and then, through discussion, they are led to larger comparisons and generalizations. Educational reformers and theories are studied in their relation to the life out of which they have developed—the educational principles the Elementary School owes Pestalozzi; the educational principles the Kindergarten owes Froebel.

### **Psychology — 60 Periods (3 1/3 Credits)**

PROFESSOR J. A. CLEMENT

This course affords an introduction to the basic principles of modern psychology. The work will be conducted by means of lectures, textbook readings and recitations. After the more rudimentary materials have been mastered, attention will be directed to the practical bearings of Psychology upon the work of teaching. Students will be encouraged to make systematic observations upon the mental and physical characteristics of children.

### **Educational Sociology — 24 Periods (1 1/2 Credits)**

MRS. MARY BOOMER PAGE

In this work a study is made of education, considered as a factor in the whole group of social activities. A study is made of the groups of activity that form opinion and determine conduct, family life, society, political activity, work and recreation.

Emphasis is placed upon high moral standards as the necessary basis for enduring human relationship.

### **Child Study and Froebellian Literature — 48 Periods (2 2/3 Credits)**

MISS MARGUERITE CONYNE

Observation and student-teaching will be the basis of the course in Child Study. The study of Froebel's Mother Play

Book will be closely related to this course through observation and interpretation. Special lines of psychological investigation will show how principles of mental development underlie both child and adult thinking.

A study of the principles underlying the meaning and purpose of education, based upon Froebel's Education of Man and Froebel's Mother Play, together with reference reading from Mackenzie's Manual of Ethics, Pedagogics of the Kindergarten and Froebel's Education by Development.

**Principles of Education — 108 Periods  
(6 Credits)**

MISS MARY G. WAITE  
MISS MARGUERITE CONYNE

A course centering about such educational principles as are necessary for an insight into present-day aims and methods in educational procedure. In addition, the course includes a careful study of the various phases—stages of child development through the periods of infancy and childhood. References: "The Educative Process" (*Bagley*), "Education" (*Thorndike*), "Principles of Education" (*Bolton*), "Talks to Teachers" (*James*), "Mental Development" (*Dewey*).

**Ethics — 36 Periods  
(2 Credits)**

MRS. MARY BOOMER PAGE

A brief outline of some of the most important principles of ethical doctrines will be presented: Character and Conduct, Moral Judgment Institutions, Customs, Duties, Virtues and Standards will be discussed. References: "Ethics" (*Dewey and Tufts*, *Dewitt Hyde*).

**The Psychology of the Religious Nature**

This course presents to the student three lines of departure:

1. A study of the religious nature in the light of what modern psychology has been able to discover. These discoveries have been the result of many schools of psychology and come from the science of paidology.
2. What contributions have been made to this science as a result of observation along the lines of the latest in the field of measurements and selected and tested data.
3. An acquaintance with the literature of the subject and with the devices and apparatus used in testing and measuring children and adults. Also a study of the various systems of measurements which are used in laboratories and clinics.



### **Natural Science in Relation to Education — 36 Periods**

**(2 Credits)**

MISS HELEN G. DWYER

Field study (1) to become acquainted with the plant and animal life of the region; (2) their relation to the environment; (3) the selection of the interests and experiences of childhood that may lead toward wholesome feelings and attitudes toward nature and life; (4) the selection of materials to be used, and the principles of organization.

### **Music — 72 Periods**

**(4 Credits)**

MISS ANN TRIMINGHAM

This course extends over a period of six months in both Junior and Senior years. The work includes the singing of simple songs in chorus and individually, the playing of simple piano numbers, the analysis of the songs and the elements of form and composition. Students will be given credit for previous work which is satisfactory. Those who have had no musical training will be expected to fulfill the requirements, making up their deficiencies when necessary by taking private lessons.

#### *Requirements for Credit*

Ability to play rhythmically and with accuracy songs for the Kindergarten and music for Rhythm work corresponding in difficulty to the "Rhythm of Childhood," by Crawford and Fogg, or "Rhythm for the Kindergarten," by Herbert Hyde.

Voice of range and quality sufficient for vocal presentation of songs for children.

Ability to sing short scale and interval exercises, true to pitch.

### **Art — 72 Periods**

**(4 Credits)**

MISS MARIE CLAUSSENIUS

This includes instruction in modeling, color-work, free-hand perspective, blackboard drawing, free-hand cutting, principles of design and composition with special relation to their application in Kindergarten.

**Child and School Hygiene — 36 Periods  
(2 Credits)**

MISS MARGUERITE CONYNE

The course presents the conditions which determine health, first, of the individual adult, and, second, with reference to the special needs of childhood.

The essential aspects of health and hygiene which are discussed are as follows: Hygiene an economic necessity; prevention of disease; protective measures, and the improvement of health conditions through sanitary control; the responsibility for care of children's health and how maintained; the relation of personal health to group life.

**Physical Training — 72 Periods  
(4 Credits)**

MRS. MARY BOOMER PAGE

MISS J. JANET HOFFMAN

MISS LOUISE T. HYDE

The Bentley Motor-Mental Rhythmics develops the mind and body in equal degrees and it is the foundation of elementary music. Thru plays, games and original work the fundamentals of music are given.

This course embraces Games, Folk Dancing, Rhythmic Training, Hygiene, Physical and Respiratory Exercises.

A study will be made of games suitable to the Kindergarten, together with practice in playing them. Folk-dancing and rhythmic exercises will receive special attention. Physical exercises are given from the standpoint of health. The care of little children and the health of the teacher will be discussed by experts.

**Elementary School Curriculum — 36 Periods  
(2 Credits)**

MISS HELEN G. DWYER

This course will deal particularly with: (a) The principles underlying a course of study in social occupations in relation to ethical development and the acquisition of knowledge; (b) Discussion of the methods of teaching History, Geography, Science, English, Mathematics, etc., in the light of a scientific theory of education. Observation and student assistance in the Frances W. Parker School is required.

**Literature — 72 Periods  
(4 Credits)**

MISS MARY LINCOLN MORSE

A study of various types of literary material from the standpoint of a literary content and literary source. This course aims to establish, in addition to its definite purpose of

increasing the student's appreciation of good literature, standards for selecting and grading children's rhymes, poems, and stories, to standards of story telling.

**Play Materials — 72 Periods  
(4 Credits)**

MISS MARY G. WAITE

Play Materials as used in Childhood Education. This course will be presented from the point of view of the changing interests and needs of childhood at different stages of growth. The function of play materials in education, different methods of use, such as experimentation, formal presentation and the problem project method will be discussed, and the class will use materials for demonstration purposes.

**The Kindergarten Curriculum — 72 Periods  
(4 Credits)**

MRS. MARY BOOMER PAGE

The aim of the course in the first year is to enable the student-teacher to "see the developing child and the means for his development as part one process." These two aspects form the basis for discussion. They enable the student to discern the principles and methods which guide in the selection of further educative experiences in childhood. Tentative plans are made.

The principles underlying the kindergarten curriculum are considered in relation to education in general in order that the student may discover the same fundamental factors operating. Different principles of selection and organization of materials are compared in order that the changing and advancing needs of particular groups of children may be more adequately met. The activities and interests of childhood are studied in relation to standards of growth. They form the basis of organization of subjects and materials. The Montessori Method is presented briefly, in comparison with the Kindergarten, in order that an intelligent appreciation may be gained of the work and motive of the founders of both methods.

**The Pre-Kindergarten Curriculum — 18 Periods  
(1 Credit)**

MISS ANNE ELIZABETH ALLEN

This course presents the theory and practice of the training of little children from two to four years of age. It includes the discussion of —

- (a) The aim or purpose of character training.
- (b) The means used for both person and social habit formation through play.
- (c) The opportunity to observe and practice the theory presented in the Pre-Kindergarten of the Children's School, 524 Barry avenue.

As it requires more intelligence, more insight and more maturity to do this fundamental work well, the students given the opportunity of practicing in this (the only Pre-Kindergarten in Chicago) will be most carefully selected.

### **Manual Arts and Home Economics — 144 Periods (8 Credits)**

MISS J. JANET HOFFMAN

Courses will be given in basketry, weaving and woodwork, in the use of nature materials, in Kindergarten occupations and cardboard and paper construction work.

The aim is to present their educational value, and their relation to the growth of capacity in children.

In addition, a group of studies will be conducted in the industrial and household arts, with laboratory and classroom experiments relating to special problems.

### **Observation — 72 Periods**

Observation in accredited Kindergartens and Schools precedes practice teaching.

### **Student-Teaching — 540 Periods (15 Credits)**

In the two years' course a minimum of one year of student-teaching is required. This requirement is adjusted according to individual needs.

All absences must be made up.

In the three years' course, when in the judgment of the Directors and Supervisors more teaching is desirable, suitable arrangements will be made.

Varied opportunities for observation and student teaching are required in Public, Private and Settlement Kindergartens, Primary Grades, Hospitals and Infant Welfare Stations in different parts of the city and suburbs.

The privilege of teaching under the direction of the Faculty in the Children's School is granted each year to students of the College. They also have the opportunity of practice teaching in Kindergartens and Primary Grades of the Frances Parker School, the Chicago Latin School, the North Shore Country Day School, Hyde Park and Evanston Schools, as well as other practice centers in the city of Chicago.

**Kindergarten Directors' and Elementary Grade Teachers'  
Conferences — Fortnightly Sessions — 36 Periods**

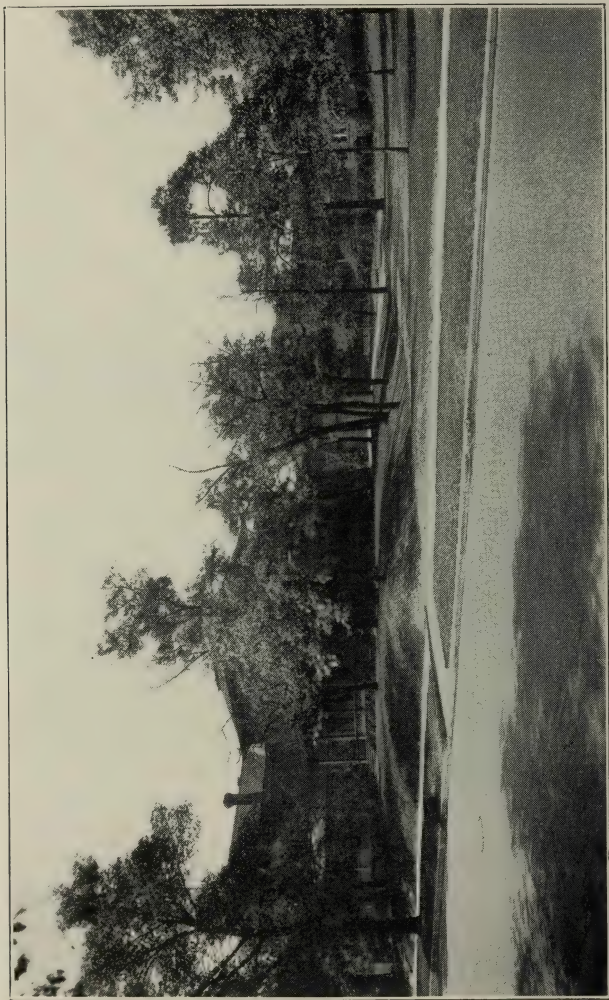
*Leader:* MISS MARY G. WAITE

The class will study the newer methods of Applied Psychology, placing emphasis upon acceptable and simple forms of mental measurements for the Kindergarten and Primary Grades. This course will be conducted by an expert of recognized ability. Class discussions will also place renewed interest upon developing ideals and methods involved in Americanization work.

The directors of Kindergartens and teachers in elementary grades co-operating with the College meet for the discussion of educational problems involved in their daily work with children and assistant teachers.

The able body of lecturers and teachers of the College, the high standard of its scholarship, and the wide scope of its work (including, as it does, experience in Settlements, Playgrounds, Schools, public and private), make it unique among training schools.





The Children's School, 524 Barry Avenue



## GENERAL NOTICES

The Office of the College is located in Gertrude House, which is also the Student Home, at 701 Rush street, corner of Huron street.

The Classrooms are located at 666 Rush street.

The College will open at 1 P. M., Wednesday, September 20, 1922. All students will be expected to register at this time.

Classes will be organized at 2 P. M., Thursday, September 21, 1922.

Classes meet four afternoons every week during the school year, and four mornings a week when students are not in the schools.

Students will be required to make up all recitations or class requirements lost through absence, either by taking private lessons from tutors selected by the College, or by doing a certain amount of extra prescribed work, with written abstracts. Extra charges will be made for private tutoring. Students entering late must be responsible for making up the work they have missed. The special fees cover student privileges and obligations.

All absences from the required practice teaching must be made up during vacations or at the close of the school year.

All students are required to be present at exercises on "Class Days." Absence from the same deducts seriously from class records.

Attendance is required at all classes and at kindergartens for required teaching on closing days and opening days, before and after school vacations.

Students should plan their time so that an adequate amount shall be given to school work.

The Faculty would greatly appreciate calls from the parents of students and their personal co-operation.

Visitors welcome at the College and Students' Residence at any time.

## Lectures

The students have, from time to time, the privilege of attending both single lectures and courses by well-known specialists on Art, Social, Civic and Child Welfare topics. Frequently studies will be made of the great musical masterpieces with special relation to the programs of the Chicago Symphony Orchestra (founded by Theodore Thomas).

## Tuition

*Tuition is payable semi-annually—60 per cent September 20, 1922, and 40 per cent January 3, 1923. Students entering at mid-year pay 60 per cent of Tuition January 31, and 40 per cent September 20, 1923.*

Kindergarten Primary Course, two years (each year).....	\$175.00
Three-Year Course (each year).....	175.00
Special One-Year Course.....	175.00
Non-Professional or Home-making course.....	100.00
Summer Session, six weeks (Credit Course)...	40.00
Matriculation Fee, payable at the beginning of the first year.....	5.00
Special Fees, payable at the beginning of the each first year.....	5.00
Deposit for books and materials.....	20.00

This amount is deposited at time of entrance, and all books and materials issued are charged against deposit, the account being adjusted at close of year.

Arrangements may be made for less than six months at the rate of \$25.00 per month for single studies.

Extra single courses, special rates.

Textbooks and materials required in the various courses are obtained at the College Office.

Use of piano for practice, 10 cents per hour.

Graduation fee, \$5 per student.

No tuition fee is refunded after the opening of the term.

If fees are not paid within ten days of date of bills, a \$2 extra charge is added.

Send for special circular for resident expenses in Gertrude House.

Checks should be made payable to the Chicago Teachers College.

Registration day, September 20, 1922.



At the Dunes

## **CHILD-WELFARE DEPARTMENT**

### **Child Welfare Course**

The aim of the course is to present the essentials of training in Child Welfare. The course will include the study of such subjects as problems in child training, "making more children worth while," the effect of environment of health, mental life, moral and social behavior; the understanding of inheritance and effects of inheritance upon children today; infant hygiene and maternity; elementary home economics in relation to pre-vocational training.

### **Curriculum**

#### **The Family**

The Evolution of the Family—  
Parenthood.  
Problems of Social Development.  
Theological Development.  
Civic Development.

#### **The Child**

Educational Subjectives—	
Physical Care.	Clothing.
Growth.	Rest.
Food.	Play.
Character Training—	
Means of Development.	Associates.
Environment.	Materials.

#### **Understanding of the Home and the House**

Conditions.  
Location.  
Equipment.  
Arrangement.  
Cost of Living.  
Accounts.  
Technique of Buying for the Home.  
Hygiene --  
Child Hygiene.  
Home Hygiene.  
Home Nursing.

#### **Race Welfare and Social Progress**

Relation of Home to Producer.  
Development of Individual Morality for Altruism.

Opportunity is afforded for observation, care of children in the Nurseries, Kindergartens, convalescent wards, Hospitals.

### **The Children's School**

The Children's School of the Chicago Teachers College, while a normal expression of education through informal group life, is also the laboratory for the Child Welfare Department and Teacher-Training Department. It gives opportunity for student teaching and for the sympathetic observation of growing children in their school and outdoor life.

### **The Aim**

The success attendant upon the work has proved that the education of childhood is greatly aided by the wholesome out-of-door life because of the consequent happiness and growth in both the individual and the group.

Believing that true citizenship is one of the ultimate aims of education, the School places renewed emphasis upon the development of American ideals.

The closest co-operation between the home and the College is desired, in order that each may serve the other in the development of high quality of scholarship and character in the children of the School.

### **Pre-Kindergarten**

A limited number of children are received between the ages of two and four for two hours each day. This gives little children the opportunity of gradually becoming acquainted with others of their own age, and it also gives to mothers some freedom in the morning either for home obligations or specialized observation of their children in group relations. The social relations in the Pre-Kindergarten are under the guidance of an experienced teacher, who is both sympathetic and



highly qualified to direct their happy activities, simple play, work or rest, either in bright, well-equipped play-rooms or out of doors. This period of two to four years of age is most important because it is the time of habit formation, and conditions should be carefully arranged.

### **The Kindergarten**

The Kindergarten is as essential a part of education as any other school experience. It has the largest opportunity, next to the home and the nursery, for developing and guiding early childhood. It provides conditions which keep children spontaneous and happy, and directs their educative play in the use of manual arts, nature experiences, stories, music, games and simple art materials.

Habits are established ; and social relations developing observation, courtesy, generosity and obedience are expected.

The opportunities for play and work are offered where the indoor and outdoor activities are well balanced.

### **Primary**

Character building through social co-operation is the keynote of the first, second and third Primary grades. Through the continual sharing of child-like purposes and the determining of conduct and attitude with reference to the welfare of the group, the children grow increasingly in ideas and interests necessary to approved social living.

The selection of subject matter and methods of instruction will be made with direct reference to the vital interests of childhood, and the calling forth of the highest type of activity, resulting in desirable ideas, attitudes, habits and skills as a basis for later expansion.



### **Location**

The School occupies a home-like and commodious building at 524 Barry avenue. It faces south and occupies generous grounds midway between the Lake Shore Drive and Broadway. It is near Lincoln Park and the Lake. The grounds give ample space for sunshine and the out of doors.

### **Playground**

The grounds offer excellent opportunity for fine equipment for outdoor play with such materials as satisfy the normal "muscle hunger" of the little children, and builds up in a natural manner "sense habits" useful during life.

Another important activity of the playground which brings joy to babyhood and childhood, is gardening and animal nurture, and at the same time builds up observation and reactions to experience which develop attitudes of scientific thinking.

### **Health Regulations**

It is imperative that School and Home make every effort to promote the health of children, and to this end the School will have the co-operation of a physician.

Children with colds of any nature should remain at home. Those in School who evidence any form of contagion will be sent home.

### **Conferences**

Three times a year the parents of the School are requested to assemble with the School Faculty, to discuss informally questions that concern the physical and educational welfare of the children.

### **Transportation**

The School may be reached by the Broadway cars, and through route surface cars and motor buses. Or,

by paying the extra cost of an automobile, which can call for a limited number of children. A teacher will be in charge of the children. For children using the motor eight times per week or less, the charge is 25 cents per trip; eight to ten times, \$2 per week.

### **Registration**

Application for admission may be made at any time at the College, 701 Rush street (Telephone Superior 0250), and at the School, 524 Barry avenue (Telephone Buckingham 3040), on and after September 19, 1922. Pupils are registered for the entire year.

### **Tuition**

Tuition is to be paid in advance for each term. The first term begins September 25, 1922. The second term begins February 20, 1923. No reduction will be made for withdrawals during the school year, except in the case of a continuous illness extending over four weeks, when the School will rebate one-half tuition for period of absence.

### **Fees and Sessions**

Pre-Kindergarten .....	Session from 9:00 to 11:30 A. M.	\$ 90.00
Kindergarten .....	Session from 9:00 to 11:30 A. M.	115.00
First Primary.....	Session from 9:00 to 12:00 M.	125.00
Second Primary.....	Session from 9:00 to 12:30 P. M.	135.00
Third Primary .....	Session from 9:00 to 12:30 P. M.	145.00

### **School Supplies**

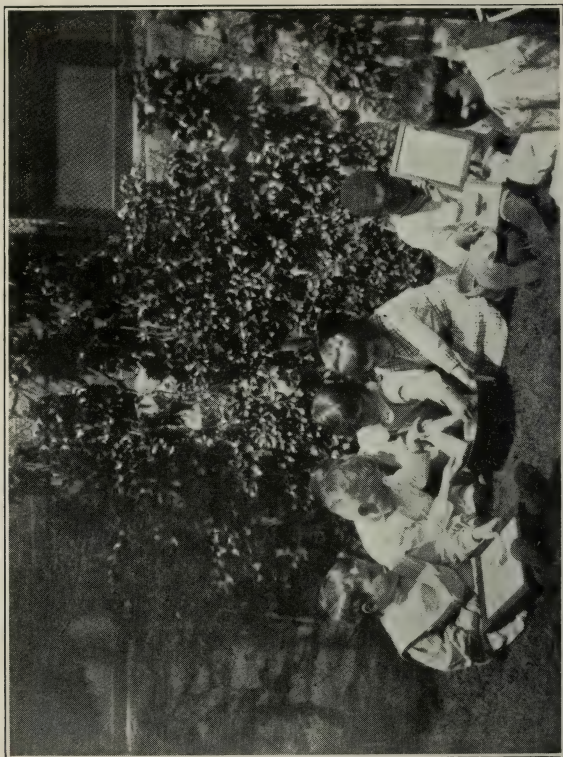
School supplies for the Primary Grades, such as books, manual training materials, etc., will be recorded by both the pupil and the teacher and bill rendered the parent for same. This charge for school supplies will not exceed \$6.00 a term.

Calendar

Registration .....	September 19, 1922
First School Term begins.....	September 25, 1922
Thanksgiving Holidays.....	November 27 to December 1, 1922
Christmas Holidays.....	December 20, 1922, to January 3, 1923
Second Term begins.....	February 1, 1923
Lincoln's Birthday.....	February 12, 1923
Washington's Birthday.....	February 22, 1923
Spring Vacation.....	To be announced
Memorial Day .....	May 30, 1923
School closes .....	June 13, 1923



Outdoor Activities



Children at Work

## **Home Activities Course for Kindergarten, Primary Grades and Training Department**

The aim of the course is to present the educational value of Home Activities, to discover the processes involved and to develop the capacity of children in relation to their interests.

The students of the Teacher-Training Department will be given simple laboratory experiments in household arts relating to these and other problems centering upon the activities of the Home.

To be a teacher of the race is of eternal worth; it is to participate in the making of man. To be a teacher of young children is to share in the early "flowering of the human soul."

### **Children's School Faculty**

Director of Pre-Kindergarten.....MISS ANNE E. ALLEN

Director of Kindergarten.....MISS J. JANET HOFFMAN

Director of Primary Grades.....MISS HELEN G. DWYER

### **Organization**

The School is fortunate because it is conducted under the auspices of the Teacher-Training Department of the Chicago Teachers' College (formerly Chicago Kindergarten Institute), Mrs. Mary Boomer Page, Director.



## **HOME-MAKING DEPARTMENT**

### **School of Home-Making**

The aim of the School of Home-Making is to present a practical training in household activities sufficient to enable a young woman to undertake the care and management of a home with dignity, and with such efficiency as will not only guarantee its happiness, but also the health and comfort of all its members.

By the term "home-making" is meant a working knowledge of marketing, cooking, hygiene, dietetics, cost of living, rearing of children, and home nursing. A young woman who has been well trained in home activities "ought to be a far more effective teacher, a more efficient manager or worker in the great variety of civic and social enterprises." Woman's work is not only that of practical efficiency, but also "the study of right living, the study of the importance, the utility and the possible beauty of the common things of daily existence."

"Woman is the mother of humanity therefore the fitting educator of humanity; she herself has the right to claim such education as shall best fit her for the experiences of the home — humanity's most essential school." Home is the national and civic unit, the focal point of living. Into the home are poured all the products of the world — food, water and clothing, furnishing, books and friends. It is important that these should be chosen wisely, for upon the choice depends the happiness and well-being of the household.

### **Curriculum, School of Home-Making**

#### **The Family**

History, Psychology, Ethics, Eugenics, Parenthood, Problems, Relation to Civic Life, Social Development.

#### **The Child**

Physical Care, Growth, Clothing and Food, Character Development, Surroundings, Art, Music, Stories, Games, Occupations, Mental and Moral Training.



## **Art in the Home and Community**

### **The Home and the House**

Location, Equipment, Organization, Decoration.

### **Food**

Marketing, Cooking, Food Values, Cost of Food, Care of Food, Serving, Servants, Dietetics.

### **Clothing**

Selection, Cost, Care, Suitability, Beauty.

### **Cost of Living**

Accounts, Family Budget, Technique of Buying for the Home.

### **Hygiene**

Hygiene of the Home, Child Hygiene, Hygiene of the Mother, Emergencies, Home Nursing.

### **Race Welfare and Social Progress**

Civic Morality; Relation of Home to Producer, etc., to Altruism, etc.

Opportunity will be afforded for observation and care of children, together with practical experience in Nurseries, Kindergartens, Hospitals, Playgrounds, etc.

The laboratory for this course is at Gertrude House. The House is equipped for the distinct purpose of giving young women an opportunity to study Home-Making in a practical manner, and to live together under wholesome conditions.

"To be housekeeper, to be home-maker, to take from each part of life its offering of value and patiently weld them into a coherent whole"—that is the faculty of woman—"to make a city a home, to elicit from discordant elements a harmonious total of warm, charming, noble, livable life."

*Send for Special Circular.*

## **Gertrude House — The Center of the Home-Making Course**

*House Mother* — MRS. E. M. RICHARDSON

Gertrude House, 701 Rush street, the student Home, is a unique residence for students frankly adapted from the home life established between Froebel and his students at Keilhau. Believing that

all social virtues emanate from the home and family life, the house was named for Gertrude, the ideal mother and teacher in Pestalozzi's educational romance, "Leonard and Gertrude."

Being strictly an educational institution, the house is non-sectarian and democratic. Certain home duties are shared in common, and house members participate in periodical house-meetings where ideals of home-making and daily living are discussed. The home life thus develops in the individual a fine and sincere regard for such ethical standards as are essential in group relationships; it also harmonizes and applies the cultural and practical ideas and standards set forth in the classroom.

In recognition of the value of this training in character building, the Faculty gives special honors to each student according to the measure of her attainment in her home life thru co-operative work.

The regular membership of the household is limited and all members are expected to enter for the year unless special arrangements are made beforehand to the contrary.

The dates of opening and closing the House are in accordance with those of the School.

Gertrude House is always open to kindergartners who may wish to make it their headquarters while visiting Chicago during the school year.

It is hoped that students will be able to take advantage of the many opportunities Chicago offers in its libraries, museums, concerts, theaters, operas, etc. Students will be allowed to receive visitors and go to entertainments on Saturday and such Friday evenings as do not conflict with the house-meetings. Parents or guardians of each member of Gertrude House are requested to send a letter to the House Mother stating their wishes in regard to the escorts whom the student may be allowed to accept. Students' parties to thea-

ters or other evening entertainments must be under proper chaperonage. Expenses to be met by the party.

The regular living expenses (no laundry included) are based upon the lowest actual estimates for the school year, and are payable in two installments—three-fifths at entrance, September 20, and two-fifths January 3, 1923.

*Send for Special Circular.*

The residence for students who desire its delightful accommodations is located at 701 Rush street, corner of Huron, and will be used until such time as the permanent home is ready for occupancy.

The building is one of the fine old houses of the North Side, formerly occupied by the family of Henry W. King. It is spacious and hospitable in arrangement and well lighted on every side.

Built in the days of stately leisure and gentle- high-bred civility, the house preserves the spirit of its time. It is gracious, hospitable and charming; it is excellently adapted for a modern school residence because of the care and money which have been put into it to make and keep it up to date.

One enters the house to find a wide hallway, from which rises an old-fashioned broad stairway. On the left of the hall is the drawing-room, with mirrors and quaint chandeliers. On the right is the old library, with fire-place, book closets and tall book shelves that reach to the high ceiling.

The dining-room is at the end of the hall. It is large and comfortable, with high paneled ceiling and tapestried walls. The fire-place is wide and deep, built for blazing logs of the Yuletide sort.

The upper floors are given over to bedrooms, each one large, well lighted and ventilated.

On the whole, the house is a fitting residence for a school founded on the theory that home-making is a woman's fundamental business. It greets the visitor



Gertrude House, 701 Rush Street



with a spirit of cordiality and gives an ample measure of its shelter and comfort.

### **Opportunities Offered in Chicago**

Chicago presents unusual opportunities for education. In addition to a long season of Grand Opera and Symphony Concerts, there are many recitals by the leading musicians of the world. The Art Institute offers frequent exhibitions of contemporary art, as well as a magnificent permanent collection. The best plays come to Chicago theaters, and the finest lectures are given here during the season.

There is, moreover, a wide field for the study of all forms of social science in schools and settlements. There are many centers for home and foreign mission work and child welfare, and opportunities for the many lines of national and patriotic service.



**An Excursion to the Farm**

## **Student Government Association**

*President* — MISS ELLA KLEIST

*Day Vice-President* — MISS ELIZABETH WEBBER

*House Vice-President* — MISS ELIZABETH LATIMER

The Student Government Association was organized in 1908, the Faculty and students desiring to establish individual and community responsibility in the life and conduct of Gertrude House and the College. The general purpose of the organization is to preserve a high standard of womanhood and to promote a spirit of co-operation with the Faculty, to give training in self-government. Authority is vested in an executive board consisting of representatives from all the classes. All non-official members of the Training School and all non-official residents of Gertrude House are members of the Student Government Association, and therefore subject to its constitution.

## **Alumnae Club of the College**

*President* — MISS ANN BACON

*Vice-President* — MISS MARGUERITE CONYNE

*Secretary-Treasurer* — MISS KATHERINE LEVINE

This Club enables the Alumnae to keep in touch with the work of their Alma Mater and the undergraduate body. It is governed by a board of graduates representing different classes, with one member from the Faculty. Its purpose is both social as well as educational. These purposes are furthered by a school paper which is issued twice a year and also by membership in the International Kindergarten Union.

## **Student Fellowship of Chicago**

Investigation shows that the City of Chicago has nearly one hundred special and professional schools, which admit women, with an attendance of over sixty thousand women students. Before the Fall of 1915 there was little intermingling, but there was a growing desire on the part of some to come into touch with others. Being restricted to their own profession seemed "narrow." The only worth-while union was that along lines calculated to develop true womanhood, through Christian fellowship. The future no one dare prophesy. The Fellowship now embraces schools from the professions of Art, Church Work, Commerce, Dentistry, Domestic Science, Expression, Kindergarten, Law, Medicine, Music, Normal Training, Nursing, Physical Training and Social Service.





A Kindergarten Teacher With Convalescent Children

## FORM OF BEQUEST

I give and bequeath to the Elementary and Home Education Association, a corporation organized under the laws of the State of Illinois (not for profit), the sum of .....

..... Dollars,  
to be appropriated by the Board of Directors for the benefit of the Association in such manner as they may deem most useful.















UNIVERSITY OF ILLINOIS-URBANA



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